St. John Fisher University

2023-2024 Graduate Catalog

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Academic Programs

Graduate Program Offerings

With numerous master's programs and three doctoral programs in business, education, nursing, pharmacy, and the arts and sciences, Fisher has the graduate program you are looking for.

Disclaimer: The St. John Fisher University *Graduate Catalog* does not constitute a contract or offer to contract between the University and its students on either a collective or an individual basis. It is the student's responsibility to know and follow current requirements and procedures at the department, program, and Institution levels. The University reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.

Degrees and Certificates

All programs are approved and registered by the New York State Education Department. St. John Fisher University is empowered by the Board of Regents of the State of New York to offer courses leading to and to grant the degrees of Master of Business Administration (MBA), Master of Public Health, Master of Science (M.S.), Master of Science in Education (M.S.Ed.), Doctor of Nursing Practice (DNP), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.), and Advanced Certificates. The University presently offers the following degree and certificate programs:

Graduate Degrees with HEGIS Codes

MBA: Master of Business Administration – 0506 (Accounting 0502)
MPH: Public Health – 1214
M.S.: Primary Care Family Nurse Practitioner – 1203.10
M.S.: Adult Gerontology Acute Care Nurse Practitioner – 1203.10
M.S.: Adult Gerontology Primary Care Nurse Practitioner – 1203.10
M.S.: Psych/Mental Health Nurse Practitioner – 1203.10
M.S.: Adult Gerontology Clinical Nurse Specialist – 1203.10
M.S.: Library Media – 0899.01
M.S.: Literacy Education – 0808
M.S.: Mental Health Counseling – 2104
M.S.: Special Education – 0808
M.S.: Inclusive Childhood Education 0808
M.S.: Inclusive Adolescence Education 0808
M.S.: Strategic Communication – 0601
M.S.: Sport Management 0599
M.S.Ed.: Building and School District Educational Leadership – 0827
DNP: Advanced Practice Nursing – 1203.10
DNP.: Primary Care Family Nurse Practitioner – 1203.10
DNP: Adult Gerontology Acute Care Nurse Practitioner – 1203.10
DNP: Adult Gerontology Primary Care Nurse Practitioner – 1203.10
DNP: Psych/Mental Health Nurse Practitioner – 1203.10
DNP: Adult Clinical Nurse Specialist – 1203.10
Ed.D.: Executive Leadership – 0506
Pharm.D.: Pharmacy – 1211
Advanced Certificate: Primary Care Family Nurse Practitioner – 1203.12
Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner – 1203.12
Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner – 1203.12
Advanced Certificate: Psych/Mental Health Nurse Practitioner – 1203.12

Advanced Certificate: Adult Clinical Nurse Specialist – 1203.12
Advanced Certificate: Mental Health Counseling – 2104*

Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs. Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All programs listed are registered as required by law.

Grading and Transcripts

The cumulative grade point average for all graduate courses taken at St. John Fisher University must be at least 3.00 to satisfy the requirements for the graduate degree. Transferred and waived credits and credits for undergraduate courses taken while in a graduate program are not used in the graduate GPA computation. No student may receive more than one "F" grade and must repeat the course in which it was earned if the course is a degree requirement. A student earning a second "F" grade may be dismissed.

Note: *Pharmacy standards and grading can be found in the Wegmans School of Pharmacy Handbook.*

Nursing Policies can be found in the Wegmans School of Nursing Student Handbook.

Grading Standards

A to B: Acceptable
B- to C: Passing; not acceptable
F: Failure
FA: Failure due to excessive absences
AU: Audit
I: Incomplete
IP: In Progress (capstone/project courses only)
S: Satisfactory*
U: Unsatisfactory*
W: Withdrawn

The "S" grade for a capstone or project is equivalent to a "B" or higher. If less than a "B" is earned, the grade of "U" is given.

Incomplete Grades

The Incomplete (I) grade is used **ONLY** when required assignments are not completed due to serious circumstances which are clearly beyond the student's control. The instructor, after consultation with the student, submits an Incomplete (I) grade. The missing coursework must be completed by the published deadline which is six weeks from the last day of final examinations for the term. If the missing work is not submitted by the deadline, the Incomplete grade will be converted to a Failing (F) or Unsatisfactory (U) grade as appropriate. The instructor and student will receive periodic email reminders from the Registrar's office until the incomplete grade is resolved.

An appeal for an extension of the six week deadline must be filed in writing with the program director at least one week before the Incomplete (I) grade is scheduled to convert to an F or U. The appeal must contain a full explanation of why an extension is being requested and have the written support of the instructor. If approved, the program director will notify the Registrar's Office if the extension is approved. Under no circumstances can the extension be longer than six additional weeks.

Note: *A student may not graduate from St. John Fisher University with an incomplete grade on his/her record. Incomplete grades will be converted to grades before eligibility for graduation is determined.*

In Progress

Capstone/project courses requiring more than one semester to complete may be graded "IP" (In Progress) at the end of the term in which the student registered for and began the capstone/project. When the project is finished and a grade change is processed in the Registrar's Office, the grade of "IP" will be replaced with the earned final grade.

The "IP" grade must be resolved within one calendar year from the date the "IP" was assigned by the instructor. If the "IP" is not replaced with a passing final grade by the deadline, the IP will convert to an F or U as appropriate. In this case, to earn credit for the course, the student must register for the course again and pay the prevailing per credit tuition charge.

Withdrawal From Course

Students may withdraw from courses without academic record, with a grade of "W" or with the penalty grade of "F" as noted in the semester academic calendar. No withdrawal will be permitted after the designated date.

Repeating a Course

Once earned, a grade remains permanently on the transcript. Unless specifically allowed by a student's program, courses with a grade below "B" may be retaken only at St. John Fisher University and may be retaken only once. When a course is retaken, all grades appear on the transcript; however, the grade received the last time the course is taken will be the grade computed in the GPA. If a student repeats a course in which a passing grade below "B" has been earned, additional credits are not earned.

Auditing

With permission of the instructor and program director, individuals holding bachelor's degrees may audit select courses. Audit students do not earn credit. The faculty member determines the conditions of the audit with regard to assignments and examinations in discussion with the auditor. Auditors must have the written approval of the course instructor and cannot retroactively upgrade to credit-seeking status. Additionally, a credit student cannot switch to audit status. Once written permission is obtained from the instructor, students must register and make payment for the course at the prevailing tuition rate for the course.

Grade Reporting

Final grades are available at the end of each semester in [Fish 'R' Net](#).

Change of Grade

Only the faculty member who reported a grade may initiate a grade change. Students who feel there has been an error in grading or who wish to challenge a grade must contact the professor within thirty (30) days of the date the grade is posted. If the matter is not resolved to the student's satisfaction the appeal will be forwarded to the chair and school dean for a final decision. Appeals concerning a grade initiated more than 30 days after the grade is posted will not be heard.

Transcripts

Official transcripts of the St. John Fisher University record can be ordered by each student. Unofficial transcripts may be printed directly from Fish 'R' Net. For more information, visit the Registrar's Office's Request a Transcript page.

Registration and Withdrawal

Registration

A student must be officially registered to earn credit for a course in the semester in which credit is sought. Registration is complete only when the student has officially registered and satisfied all financial obligations to the University or has made satisfactory financial arrangements with Student Accounts. New students course-register prior to the first day of classes; returning students course-register during the current semester for the following semester. All financial obligations must be met prior to the first day of classes, and until they are, registration is not complete. The deadlines for late registration are found in the academic calendars.

Registration takes place in November for the spring semester, In February for the summer semester, and April for fall semesters when students course-register using Fish 'R' Net . This process generates a tuition bill for which payment is due approximately three weeks before the semester begins. Students who have not made arrangements to pay their tuition may be dropped from their courses.

Ultimately, the student is responsible for all registration, add, drop, and withdrawal activities on his or her record at the University. Registration should be done at the earliest opportunity to minimize the chance of being closed out of a course and to ensure that the University has accurate enrollment numbers to use in course-related decisions. Students may attend only classes in which they are registered. Students verify their registration using Fish 'R' Net to be sure they are attending the correct classes and sections. A student must be registered in a course to receive a final grade.

With the exception of a canceled course, only the student may make a change to his or her registration. Faculty members cannot add a student to a class or withdraw a student from a class. If web add activity is allowed, the student must make all changes using Fish 'R' Net; if add web activity has ended, the student must make all changes using the online late course add form.

It is the student's responsibility to know and register for the courses appropriate for his or her program requirements. The advisor provides assistance but is not responsible for the student's course selection or errors in choosing courses. Students should be aware of and meet all of the dates and deadlines for registration, drop/add, and withdrawal from courses. Registration, adding, dropping, or withdrawing from a course after a published deadline must be approved by the dean.

Schedules and grade reports are available in Fish 'R' Net.

The University reserves the right at any time to make changes deemed advisable in policies and procedures, as well as in tuition and fees, and to cancel any course if enrollment does not justify continuance.

Change of Course (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester academic calendar.

Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Withdrawal and Absences

Withdrawal From St. John Fisher University

A student who withdraws from all courses in a semester is considered to have withdrawn from the University and must officially submit the online Withdrawal Request Form to complete the [withdrawal process](). Failure to officially withdraw will result in the grades of "F," "U," or "FA" being assigned. Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Withdrawal for Students Called to Active Military Duty

Students called to active duty must provide the University with a copy of their military orders and follow these steps to withdraw from the University::

Schedule an appointment with the school dean or department chair to discuss academic options. Depending on the point in the semester, the student may choose to withdraw without academic record or to take grades of "W" in all courses or to pursue grades of "I" in all courses.

Schedule an appointment with Student Accounts to discuss the financial ramifications of the different academic options to determine which option will be the best choice financially. The student may be referred to the Student Financial Services for additional discussion.

Submit the online Withdrawal Request Form to complete the [withdrawal process]().

If the student chooses to withdraw, it must be a full withdrawal; the student may not choose to remain in some courses and withdraw from others. Residence hall room and board will be prorated in accordance with University policies. Failure to provide the military orders will result in normal withdrawal processing.

Leave of Absence

A student who will be away from the university for more than two semesters should request a leave of absence. To request a leave of absence, the student must submit a written request for a Leave of Absence to the School Dean. The request must specify the reason for requesting the leave, a time limit (not longer than two years), and an outline of how the student plans to complete the program requirements upon return. The dean, in consultation with the program director, will review the student's request. The student will be notified in writing of the decision. An approved leave of absence does not automatically extend the student's time to degree completion beyond the standard 6 years from initial matriculation, and may also result in the need to repeat some previously completed coursework.

A student on leave who does not return at the end of a leave will be withdrawn from the University as of the date the leave began. If enrollment has been discontinued for more than two semesters, but less than two years, a student must contact the Office of Transfer and Graduate Admissions to complete a modified readmission process. If enrollment has been discontinued for more than two years a student must repeat the full admissions process.

Degree Requirements and Graduation

Upon admission to St. John Fisher University, the student is a candidate for the degree appropriate to the program into which he or she was accepted. It is the student's responsibility to know and fulfill all the requirements for the program for which he or she is registered. To earn a graduate degree from St. John Fisher University, the student must:

Earn a minimum of 30 credits and complete all program requirements.

Earn a minimum cumulative grade point average (GPA) of 3.00 for all courses taken in residence.*

Complete the online Graduation Application.
Complete the program within the appropriate time limit.

* See the [Wegmans School of Pharmacy](#) for requirements related to the pharmacy program.

Catalog

Students will be certified for graduation based on completion of the degree requirements in force in the catalog under which they were admitted to the University in matriculated status, unless otherwise noted. Requests to change to a subsequent catalog must emailed to registrar@sjf.edu. Graduate chairs have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs.

Degree Completion Time Limit

For programs requiring fewer than 60 credits, a student must finish the degree within six years of completion of the first Fisher graduate course. For programs requiring 60 or more credits, students must finish the degree within eight years of completion of the first Fisher graduate course. Only the chair and provost or his designee can grant exceptions. Students granted extensions may be required to repeat certain previously taken courses. The time limit is inclusive of any leaves of absence taken by a student. Individual programs may have more stringent requirements for completion; check the individual programs for further information. The first graduate course taken at St. John Fisher University starts this time clock.

Leave of Absence

Students whose progress is interrupted due to an approved leave of absence will continue to follow their original catalog upon their return to the University.. If the program has been substantially modified, chairs have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs and facilitate the transition of these students. Chairs may require that the students follow the program requirements in the catalog in force when the students return to the University.

Graduation

Students who qualify for graduation must complete the online Graduation application. Submission of this form initiates an administrative process in which the student's record is reviewed with regard to program requirements for graduation and potential difficulties. Notification of the availability of the online application will be sent to students using their Fisher email accounts. Failure to apply on time may result in a delay in graduation. St. John Fisher University confers degrees three times per year, in May, August, and December.

The University–wide commencement takes place once a year, in May. To participate in the May commencement ceremony, graduate-level degree candidates must have completed their degree requirements prior to the actual day of commencement or be within nine credits of completion and have the approval of their chair. August and December graduates will be invited to attend the commencement ceremony the following May. Outstanding Incomplete ("I") or In Progress ("IP") grades and credit-by-examination results, as well as waivers and substitutions and the processing of transfer credit, should be completed by the last day of the final examination period. If Incomplete or In Progress grades remain and/or all documents are not received in the Registrar's Office by the Incomplete extension date published in the academic calendar, your graduation will be delayed until the following semester.

Academic Standing, Probation, and Dismissal

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

A 4.00
A- 3.70
B+ 3.30
B 3.00
B- 2.70
C+ 2.30
C 2.00
F 0.00

Note: *Pharmacy policies can be found in the Wegmans School of Pharmacy Handbook.*

Nursing grading and progression policies can be found in the Wegmans School of Nursing Handbook.

Satisfactory Academic Progress

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

Probation

A graduate student will be placed on probation if their cumulative GPA falls between the threshold for good standing and academic dismissal. A student on academic probation at the end of a term will receive a letter from the chair and be required to meet with his or her chair to discuss their situation. The chair will review the student's progress and will specify the requirements for continuation in the program. Failure to meet with the program director will result in de-registration for the upcoming semester(s). A student on academic probation whose cumulative GPA is 3.00 or higher will return to good standing. A student on probation for more than two continuous semesters may be dismissed from the program.

Dismissal

Graduate-level students are subject to dismissal from their program if they:

Fail to satisfy their conditional admission requirements.
Earn more than one "F", "FA" or "U" grade, regardless of their cumulative GPA.
Fail to meet the minimal cumulative GPA standard as outlined in the Standards of Academic Progress Cumulative Grade Point Average chart below.

Students who are dismissed from their program will be de-registered from classes for any future semester(s) and notified in writing by the appropriate School dean. Students who wish to appeal their dismissal must send written notification of their intention to appeal to the School dean within two weeks of the date of the dismissal letter. While the appeal is pending review by the committee, registration is not allowed. If reinstatement is granted, the student will return on academic probation and must meet with the chair before registering for an upcoming semester. A student who is dismissed from one Fisher graduate program may apply for admission to another Fisher graduate program. The student will be considered a new applicant to the new program and must complete the full admission process.

Standards of Academic Progress Cumulative Grade Point Average*

Standards of Academic Progress Cumulative Grade Point Average

Semester Credit Hours Earned Toward Degree**	0–6	7–12	13–21	22+

Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00–2.99	2.50–2.99	2.75–2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

Averages will not be "rounded." For example, 2.99 will not be rounded to 3.00.
**Includes all hours (Fisher and transfer hours) applied toward the St. John Fisher University degree. However, only Fisher credits are used in calculating the grade point average.*

Academic Appeals, Complaints, and Concerns

Overall information about the University's student complaint process can be found here: https://www.sjf.edu/about/student-consumer-information/

Students wishing to make appeals or to bring forward complaints or concerns, including complaints or concerns regarding final grades, should first discuss the issue with the faculty member. If the issue is not satisfactorily resolved at that point, the student should then meet with the department chair or program director. If further discussions are necessary, students should contact the appropriate School dean. To ensure a fair and systematic review, students must follow the steps outlined below.

Process to Reconcile Academic Decisions

If a student wishes to appeal an academic decision of an instructor, he or she must follow the process described below.*

1. The student is to initiate a discussion with the instructor responsible for the initial decision in question.
2. The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director or department chair.
3. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director or department chair of his or her desire within five business days of receipt of the instructor's communication.
4. If the student desires further discussion of the matter, he or she is to initiate a discussion with the department chair or program director. The role of the department chair/ program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The department chair/ program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The department chair/ program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
5. If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor, the program director or department chair, and the School dean of his or her desire within five business days of receipt of the program director's/ department chair's communication.
6. The School dean will forward all relevant information to the school's Grade Appeal Committee or other comparable committee within the school. This committee will review all pertinent facts and make a recommendation to the School dean for final review. The School dean shall notify the student, the instructor, and the program director or department chair in writing of the decision to maintain or modify the original academic decision. The School dean's decision is final.

If the instructor is the program director of the program in which the student is enrolled, the student will begin this process at Step 4.

NC-SARA Member Student Complaints

St. John Fisher University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the policy for complaints outlined here: https://www.nc-sara.org/student-complaints.

If all grievance procedures have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted, and

a) The student resides in New York, then the student has the right to file a complaint with the NYS Office of College and University Evaluation. Details on the New York State Education Department's complaint procedures can be found here:

http://www.nysed.gov/college-university-evaluation/complaints

b) You reside in a NC-SARA state other than New York, please contact NC-SARA's New York State Portal Entity:

https://www.nc-sara.org/state-portal-entity-contacts.

Please note: NC-SARA consumer protection complaints do NOT include complaints related to grades or student conduct violations, and the New York State Education Department does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the institution's faculty.

Non-SARA Member Out-Of-State Student Complaints

Students who have complaints that have not been resolved through contact with the University and do not reside in a SARA member state (https://www.nc-sara.org/directory) may seek advisement from the appropriate office in the student's state of residence.

Program Change

Change Within a Program

Applicable to current students requesting a change within a program such as:

> MBA concentration
> Nursing program

To request a change as indicated above, students must complete the on line Graduate Academic Change form .Upon approval from the graduate chair the Registrar's Office will update the student's record. Students are advised to verify the program change in Fish 'R' Net and complete a new degree evaluation, and meet with advisor or program chair for advisement on the new program.

Complete Change of Program

If an enrolled student wishes to completely change from one graduate program into a different program, they must apply, online, to the new program through the Office of Transfer and Graduate Admissions. A statement supporting the student's interest in changing into a new program must accompany the application. In some cases, new recommendations and other materials may be requested. Students are advised to contact the Office of Transfer and Graduate Admissions to confirm application items required for submission. Complete applications are forwarded to the Admissions Committee for a decision. If accepted, the student must withdraw from his or

her current program and submit an enrollment deposit for the new program. The student will be assigned a new advisor upon deposit. The Registrar's Office will be notified so that the student's record may be updated. Students are advised to verify the program change in Fish 'R' Net, complete a new degree evaluation, and met with advisor or program chair for advisement on new program.

Family Educational Rights and Privacy Act (FERPA)

Annual Notification of Rights Under the Family Educational Rights and Privacy Act

St. John Fisher University complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). Under FERPA, students have, with certain limited exceptions, certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. A University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only records covered by FERPA will be made available. Students may have copies made of their records, except for an academic record for which a financial "hold" exists or a transcript of an original or source document. Copies will be made at the student's expense at prevailing rates.

Type, Location, and Custodian of Education Records Maintained by the University

Admissions Records

Location: Office of Admissions
Custodian: Director of Admissions

Academic Records

Location: Registrar's Office
Custodian: Director of Academic Information and Registrar

Health Records

Location: Health and Wellness Center
Custodian: Director of Health and Wellness Center

Financial Aid Records

Location: Office of Student Financial Services
Custodian: Director of Student Financial Services

Financial Records

Location: Office of Student Financial Services
Custodian: Director of Student Accounts

Graduate Placement Records

Location: Career Center
Custodian: Director of Career Services

Disability Records

Location: Center for Student Accessibility Services
Custodian: Coordinator of Student Accessibility Services

Student Conduct Records

Location: Office of the Vice President for Student Affairs
Custodian: Vice President for Student Affairs

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a "need-to-know" basis, as determined by the administrator responsible for the file. A "school official" includes: anyone employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the University (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility; to perform a task that is specified in his or her position description or contract; to perform a task related to a student's education or to student discipline; to provide a service or benefit related to the student or student's family (e.g., job placement, health insurance); or to maintain safety and security on campus. Upon request, the University may disclose education records without the consent of the student to officials of another school in which the student seeks or intends to enroll.

Other exceptions are described in the FERPA statute and regulations at 34 CFR Part 99.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Directory Information

The University has designated the following information as directory information:

> Student's name
> College email address
> Address
> Telephone number
> Date and place of birth
> Photo
> Hometown
> High school
> Field(s) of study
> Advisor name(s)
> Full-time/part-time status
> Class year
> Dates of attendance
> Date of graduation
> Degrees and awards received
> Most recent previous educational institution attended
> Participation in officially recognized activities and sports
> Weight and height of members of athletic teams

The University may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Requests made after this date should still be forwarded since they will prevent directory information from being released in the future. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Request for nondisclosure will be honored by the institution and remain in effect until withdrawn by the student in writing. Students are advised to exercise caution in requesting nondisclosure of directory information since the inability to verify attendance and/or graduation may adversely affect future employment. For nondisclosure, complete the St. John Fisher Request to Prevent Disclosure of Directory Information form available in the Registrar's Office.

Note: *Notification to students of their rights under FERPA is sent via the University email each year at the start of the fall semester.*

Release of Personal Information to Military Recruiters

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the University to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the University will ask if the intent is to use the requested information only for military recruiting purposes. The military is entitled to receive information about students who are "currently enrolled," which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

> Name
> Age or year of birth
> Address
> Major
> Telephone number
> Level of education (i.e., first-year, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student's information will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student's information sent to the military and note "We have not provided information for X number of students because they have requested that their directory information not be disclosed as permitted by FERPA."

Release of Disciplinary Records

The University may disclose only the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclose of the final results may occur regardless of whether the institution concluded that a violation was committed. The offenses that constitute a crime of violence or a non-forcible sex offense include arson, assault offenses, burglary, criminal homicide (manslaughter by negligence), criminal homicide (murder and non-negligent manslaughter), destruction/damage/vandalism of property, kidnapping/abduction, robbery, forcible sex offenses, statutory rape, and incest. FERPA prohibits the victim from re-disclosing this information.

Faculty Listing

This listing is current with information on file as of May 15, 2023

Full-Time

*On leave, fall 2023
**On leave, spring 2024
***On leave fall 2023 and spring 2024

Kylene Abraham
Associate Professor of Nursing
AAS, Finger Lakes Community College
B.S., Nazareth College
M.S., DNP, St. John Fisher University

*Noveera Ahmed
Associate Professor of Biology
B.S., St. John Fisher University
Ph.D., SUNY Upstate Medical University

Nabila Ahmed-Sarwar
Associate Professor of Pharmacy Practice and Administration
B.S., Ph.D., Midwestern University

Remah Ali
Visiting Professor of Pharmaceutical Sciences
B. Sc., University of Kalamoon, Syria
M.S., Wright State University
Pharm.D., University of Bradford, England, UK
Pharm.D., Department of Health, Syria
Ph.D., Purdue University

Amy Archey
Visiting Instructor of Nursing
A.A.S., Monroe Community College, State University of New York
B.S., M.S., St. John Fisher University

Katrina Arndt
Professor of Education
B.A., Grinnell College
M.A., University of Minnesota
Ph.D., Syracuse University

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Part-Time

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Roxana Aparicio-Wolfe, Visual and Performing Arts
Michael Balint, Modern Languages and Cultures
Brian Barnett, Philosophy
Holly Barrett, Center for Community Engagement
Dara Berkwits, Education
Kathleen Borbee, Business
Marla Broetz, Modern Languages and Cultures
Mark Brown, Business

Michael Burns, Accounting and Finance
Fernan Cepero, Business
Jacqueline Coates, Nursing
Richard DeJesus-Rueff, Office of the Provost
Serenity DellaPorta, Psychology
Khari Demos, Media and Communications
Kathleen Dever, Nursing
Robin DiPasquale, Sociology
Erica Eaton, American Studies
John Fadden, Religious Studies
Sean Farnsworth, Sport Management
Stephanie Fix, Economics
James Forbes, Business
Donna Gray, Education
John Hall, Mathematical and Computing Sciences
Terry Hartmann, Business
Matthew Harvey, Education
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Ashley Holub, School of Arts and Sciences
Lucia Kaempffe, Education
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Melinda Lull, Pharmacy
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Rashid Muhammad, American Studies
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James Otis, Philosophy
Sean Pearson, Economics
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Nancy Rourke, Religious Studies
Kevin Ryan, Philosophy
Casie Sikora, Mathematical and Computing Sciences
Jamila Smith, Media and Communications
Jenny Soley, Modern Languages and Cultures
Penny Sterling, Media and Communications
Kyle Stich, Sport Management
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Josephus Tisdale, Economics
Madeline Truman, Psychology
Angela Uttaro, Business
Kendal Vaarwerk, Psychology
Patrick Van Durme, Philosophy

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Mary Walsh, Political Science
Nicole Waskie-Laura, Library Media
Courtney Way, Political Science
Mackenzie White, Nursing
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Services and Facilities

For more information about any of the services below, visit www.sjf.edu.

Dining Services

Fisher Dining Services offers several options for dining on campus. All venues accept board meal plans, Cardinal Cash, and major credit cards. Current hours of operation, menus, monthly newsletters, and calendars are posted on the [dining services website](#).

The main dining location on campus is Ward-Haffey Dining Hall. It is open seven days a week and offers dine-in "all-you-care-to-eat" meals as well as Ozzi takeout meals.

Located in the Golisano Gateway, Cyber Café offers Starbucks coffees, fresh baked pastries, hot breakfast sandwiches, Grab & Go salads and sandwiches, soups, snacks, and desserts. Cyber Café is open five days a week.

Fisher Dining offers two meal exchange locations for student board meals. The Fisher Sub Shoppe in Murphy residential hall, offers subs made to order along with sides and beverages. A bagel bar is offered for breakfast including bagel sandwiches, beverages and sides. Breakfast and Lunch are available 5 days a week and dinner Monday – Thursday. In addition, lunch is available Saturday and Sunday. Located in the Michaelhouse, The SONO Grill features our Latin American cuisine, simple, fresh and made to your specifications. SONO is opened five days a week for lunch.

The Pioch Commons Café offers a convenient Grab & Go location featuring Finger Lakes Coffees, and favorites from Cyber Cafe. Open five days a week.

Information Technology

Service Desk

The OIT Service Desk, located in the basement of Kearney Hall, is the primary contact for all support issues and service requests. In addition to walk up assistance, the Service Desk provides 24/7 phone support for issues such as password resets and account access. Current hours are posted on the OIT website.

iCardinal Office

The iCardinal Office, located on the main level of Lavery Library, provides support for all iPad related issues. From connecting your iPad to Wi-Fi to broken screens, the iCardinal office provides iPad specific assistance. Current hours are posted on the OIT website.

Computer Labs

Computer labs across campus offer access to a variety of software, including productivity and academic applications, and a variety of hardware, including PCs, Macs, printers and scanners. The Kearney Academic Computing Lab is available 24 hours a day, 7 days a week via card-swipe access when the University is open.

Gaming Lab

The Gaming Lab in Michaelhouse has gaming PCs as well as PlayStation, Xbox and Switch consoles, with a variety of titles available to play. Hours are posted in the lab, and access is available to all students via card-swipe.

Library

The Charles J. Lavery Library meets the information needs of 21st-Century students. A blend of traditional and electronic resources covering a broad range of subjects is available to the Fisher community. The library's print collection is complemented by an extensive offering of online scholarly resources available at **Lavery Library**. Information resources include over 385,000 volumes and access to approximately 60,000 print and electronic periodicals.

The library provides a variety of study venues. Individual and group study areas, a computer lab, and a floor designated for quiet study make the library a popular spot on campus for research, meetings, and instruction.

Research Assistance

Professional librarians welcome students to the Research Help Desk during day and evening hours, answering questions via phone, email, and videoconferencing. Our librarians are information specialists committed to the academic success of all students. Their schedule is supplemented by a 24/7 Chat-with-a-Librarian service, so students can get assistance with their research whenever they need it.

Learning Commons

The Learning Commons supports student learning, research, and use of technology. Students are able to conduct research and produce projects in one location, steps away from a Help Desk staffed by technology students and Librarians. In the Learning Commons, students have access to PC workstations, Macintosh multimedia workstations, and group workstations. Throughout the library there are additional PC workstations as well as Wi-Fi. Students may also borrow laptops at the Checkout Desk for short-term use in the library.

K-12 Resource Center

Geared toward educators and pre-service educators at all levels, the K-12 Resource Center occupies 1,250 square feet on the Lower Level of Lavery Library. The Center simulates the typical K-12 school library, and offers a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS standards. Ample work space, combined with ready access to materials and the professional assistance of the education librarian, provides an ideal environment for project and lesson development.

Instruction

Librarians welcome opportunities for instructing groups or individuals and offer current instruction in the use of all types of information sources. Classes in information literacy are taught in all subject areas using hands-on techniques and active learning.

Interlibrary Services

Lavery Library Interlibrary Loan is a free service provided to the Fisher community. The library is a member of the Rochester Regional Library Council, which represents a collection of more than 3,400,000 titles. We are also a member of the IDS Project, which represents the collections of over 110 academic libraries. Lavery Library works within these two associations to swiftly provide quality resources not owned by this library. Lavery Library's Interlibrary Loan service also extends beyond the region to obtain resources from national and international libraries.

Nursing Experiential Learning Resources

The Nursing Experiential Learning Resources at the University include the Nursing Learning Resource Center, two Health Assessment Labs, two Simulation Centers, and a Virtual Reality Simulation program. The Nursing Experiential Learning Resources at the Wegmans School of Nursing provides students with experiential learning opportunities to develop technical, assessment, and critical thinking skills that prepare them for the competencies required to provide advanced practice nursing care in clinical practice sites.

The Nursing Skills Lab is a skills laboratory equipped with healthcare related equipment, a 3-D printer, supplies and computers for electronic documentation, Medium fidelity simulation mannequins for practice of technical skills in a simulated hospital or long term care setting.

There are two health assessment labs utilized by the graduate students. The Health Assessment Labs include examination tables, computers for electronic documentation, GYN high-fidelity pelvic trainer, skill trainers for suturing, supplies, and diagnostic equipment found in the ambulatory/primary care settings.

The Wegmans School of Nursing is also home to the Glover-Crask Simulation Center, a 10,400-square foot space that mirrors a hospital unit. Center features include individual simulation rooms, community space used for home care simulations, and a control room for faculty simulation facilitation, debriefing rooms, classrooms, and faculty offices. The Glover-Crask Simulation Center provides students with access to a high-fidelity electronic health record to teach and reinforce electronic documentation, order entry, and EHR processes. The Inter-Professional Education Simulation Center housed in the School of Pharmacy, is home to the nursing primary care simulation center. This 4,000 square foot space mirrors a primary care office. Center features individual primary care simulation rooms, articulating high-fidelity mannequins, primary care task trainers, access to a primary care EHR, debriefing rooms, and facilitating rooms. It is also the home of the graduate nursing virtual reality simulation program. This program utilizes oculus quest technology to provide off-site virtual reality primary care simulation to online pathway graduate students.

Student Accessibility Services

St. John Fisher University is committed to assisting students with documented disabilities who are otherwise qualified for admission to the University, in compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended). Students with documented disabilities (physical, learning, and/or psychological) who may need academic accommodations are advised to refer to the Student Accessibility Services website. For additional information, students may call or make an appointment with the coordinator of student accessibility services in the Student Accessibility Services Office, Kearney 300, **(585) 385-5252**.

Veterans Affairs

The Veterans Affairs Certifying Official, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The certifying official may be contacted by phone at **(585) 385-8031 or by email : veteranservices@sjf.edu.** For additional resources for veterans, military students or their families please Student Financial Services web page. For more information on Veteran Education benefit eligibility, visit the VA online at: benefits.va.gov/gibill/ or call 1 (800) 442-4551.

Writing Center

The Writing Center assist students with writing tasks from all disciplines and during all stages of the writing process. Individualized service and extensive writer participation enable students to become more skillful writers. Resources include a library of style manuals, handbooks, dictionaries, workbooks, and user-friendly handouts. Computers and print outs are also available for student use during regular operating hours.

Admissions Information

St. John Fisher University seeks to admit students whose academic records indicate their willingness and ability to profit from instruction at the University. St. John Fisher University admits students of any gender, age, race, color, creed, national or ethnic origin, or disability. For detailed information regarding admissions to St. John Fisher University , visit the Institutions [Admissions and Aid website](#).

Admissions Requirements

While the requirements for admission to various programs may differ slightly, these general requirements and procedures apply to all applicants.

With the exception of the Pharm.D. program, applicants for graduate study must hold a bachelor's degree or a master's degree (for doctoral programs) from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. While personal interviews with graduate admission counselors are not required for most programs as part of the admission procedure, they are encouraged as an opportunity for the applicant to become better acquainted with the program and application process. Applicants may request an interview with the program chair as well.

The admissions committee of each program, the graduate program chair, and the Assistant VP of Admissions will make an admission decision based upon records of undergraduate achievement, prior graduate work (if appropriate), recommendations, and other supporting documentation where required.

Admission requirements for the doctoral programs (executive leadership, nursing practice, and pharmacy) differ from the other graduate programs. Please refer to each program for specific information.

Application Process

Prospective students must complete an online application. Applications will be processed on a rolling basis. Admissions decisions are typically sent to applicants within four weeks after the application is complete. For more information, refer to the University's [Graduate Application Process page](#).

International Student Admissions

All international students studying at St. John Fisher University with student visas must enroll full-time (9 credits) each semester to comply with the regulations of the U.S. Immigration Service. Information and documentation required for accepted international students can be found on the [International Student Services](#) site.

Transfer Credits

To request transfer credit, students should submit the [Graduate Transfer Credit Request Form](#). A maximum of nine credits of appropriate graduate work completed at other institutions in accredited graduate programs may be considered for transfer into a master's degree program. The credits must have been completed with a grade of "B" or higher, be appropriate to the program of study at Fisher and have been earned no more than 6 years prior to starting the Fisher graduate program.

Matriculated students should contact the program chair for transfer credit approval before completing the first semester of coursework.

Determination of appropriateness for transfer credit will be made at the discretion of the program chair and the Provost of the University. Grades earned in courses transferred from other institutions do not affect the Fisher grade point average. For coursework taken as quarter-hours, students receive credit for two-thirds of the total hours earned.

Enrollment

Once admitted to St. John Fisher University, students can expect to continue in attendance at the institution as long as they maintain satisfactory academic standing, meet their financial obligation to the University, and do not seriously or persistently violate existing University regulations (see the [Student Conduct website](#)). St. John Fisher University expects all students to conduct themselves professionally, as befits those pursuing an advanced degree. Any student who engages in disruptive behavior may be subject to disciplinary action. Academic dismissal from the University occurs only after appropriate review and according to established institutional procedures.

Students are considered full-time if they are enrolled in nine or more graduate credits in a semester. Students are considered part-time if they are enrolled in fewer than nine graduate credits in a semester.

Note: *For financial aid purposes, twelve credits is considered full-time and nine credits is considered three-quarter-time.*

Student Designations

Graduate students are admitted with a certain status, depending upon the specific application decision and the student's individual circumstances. The admissions committee seeks to select candidates who are not only academically strong but who can benefit from the program and who will also contribute significantly to the learning experience of their peers. The admission decision will be based on an evaluation of all criteria rather than upon academic record alone.

Matriculated

Applicants who meet the program admission requirements qualify for matriculated status.

Conditionally Matriculated

Applicants who marginally meet the admission standards but appear to have potential for success in the program based on other evaluation criteria may be matriculated with conditional status. Conditional students can take courses for a maximum of two semesters and should meet with the program chair at the end of each semester to discuss their plan and progress. At the conclusion of the second semester, the program chair may remove the conditional status for students with a cumulative GPA of 3.00 or higher. All conditional students with a cumulative GPA below 3.00 will be referred to the Program Chair for consideration. The Chair would determine if a conditional student on academic probation or dismissed from the program.

Conditionally Matriculated – MBA program only

To support program success, based on an incoming student's background in foundational business subjects, the self-study "MBA Math Toolkit" may be recommended or required
to refresh or improve foundational business knowledge. The MBA Math Toolkit addresses the following areas: Microsoft Excel; Economics; Accounting; Finance and Statistics. If required, the applicants are conditionally accepted. The conditions of admission require you to:
Successfully complete the MBA Math Business Toolkit before the end of your first semester.

At the end of each semester, you will meet with your program chair to discuss your progress. You may be removed from the conditional status by your program chair at the end of your first or second semester. Information regarding academic information and policies can be found in the graduate catalog.

Provisionally Matriculated

Students are admitted on a provisional basis if supporting documentation is not complete at the time of admission. If all admission components are not in place by the date specified in the letter of acceptance, these students may not be allowed to register for any subsequent courses until their application requirements are satisfied. Official degree-bearing transcripts must be submitted and received within 30 days of the first day of class of the semester a student matriculates. If you do not submit complete transcripts by this time, you may be withdrawn from Fisher and not allowed to re-enroll until these transcripts have been received by the Office of Transfer and Graduate Admissions. Full graduate standing is granted when the documents are received in the Office of Transfer and Graduate Admissions by the date specified in the letter of acceptance.

Non-Matriculated

Students with baccalaureate degrees from accredited undergraduate colleges or universities may register for graduate coursework on a space available basis. These individuals must submit a transcript from the undergraduate institution indicating completion of a bachelor's degree and must complete a Non-Matriculated Form. Non-matriculated status does not indicate acceptance into a graduate program at Fisher. Students may be non-matriculated for only one semester and enroll in no more than six credits, after which they must submit an application for admission. Financial aid is not available to non-matriculated students.

Continuous Matriculation

Maintenance of matriculation requires the successful completion of at least one graduate-level course at Fisher during the calendar year. Pre-approved transfer credit may be used to meet this requirement for continuous matriculation. Degree requirements existing at the time of admission will remain in force if the student maintains continuous matriculation. A student who discontinues enrollment for more than two semesters must apply for readmission. The student must meet any new requirements for admission, as well as any new requirements for the degree.

Deferral of Admissions and Readmission

Deferral of Admissions

Admitted students who wish to delay their entrance may do so for one semester. Students may request a deferral by contacting the Office of Transfer and Graduate Admissions. Students who do not request a deferral must reapply with the Office of Transfer and Graduate Admissions when they are ready to begin their studies.

Readmission

Readmission is required for any graduate student who did not register and complete a course at St. John Fisher University for more than one year or was accepted but did not enroll or update his or her application status. Program chairs consider every readmission request on its merits and retain the right to grant or deny admission for a future term.

The process for readmission is:

>**Application:** Complete and submit the online [Application for Graduate Readmission](#) the semester you intend to return.
>**Transcripts:** Submit official transcripts from each college and/or university that you attended *since* you last attended St. John Fisher University .
>**Meeting:** Readmission applicants may be required to meet with the program chair to discuss educational goals, their decision to return to St. John Fisher University, and to map out a long range academic plan.

Once the readmission application is complete, it will be forwarded to the program chair for review. Admissions decisions are sent to applicants within four weeks after the application is complete.

Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals

Applicants for admission to the University (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or dismissals from higher educational institutions.

For the full policy, refer to [Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals](#) on the University's website.

Student Life

Athletics

On the intercollegiate level, men compete in 13 varsity sports: basketball, baseball, golf, tennis, soccer, football, cross country, indoor track and field, outdoor track and field, rowing, lacrosse, volleyball and wrestling. Women compete in 12 varsity sports: basketball, soccer, tennis, softball, volleyball, golf, cross country, indoor track and field, outdoor track and field, field hockey, rowing, and lacrosse. Cheerleading is also considered a varsity sport and open to men and women.

Participation in intramural athletics is open to current students not competing in the same sports at the varsity or junior varsity level. Intramural competition is available each semester.

The Ralph C. Wilson, Jr. Athletic Center houses a 30,000-square-foot open-span, multipurpose field house which hosts all the indoor intramural leagues, student recreational activities, and varsity team practices throughout the school year. The center also houses a two-tier fitness room and a weight room. Additionally, the facility boasts varsity locker rooms, a sports medicine suite, a state-of-the-art film room, ample meeting and office spaces, and fitness facilities.

Growney Stadium is home to numerous athletic programs and is an all-weather, lighted, artificial-turf stadium that allows for all-season and night-time play for intercollegiate contests, practices, and intramural activities

The Polisseni Track and Field Complex features a grandstand that seats over 1,000 fans, team locker rooms, public restrooms, and a press box. The lighted complex has an eight-lane, 400-meter competition track, which surrounds a natural grass multipurpose playing field.

On the south campus is Dugan Yard, one of the finest collegiate baseball facilities in New York State along with the Softball Complex, track and field throws space, and two grass fields that provide additional opportunities for intramural leagues, recreation, and practices.

Title IX Notice

St. John Fisher University is committed to maintaining a community in which learning and working can be carried out in an environment of respect, open-mindedness, and integrity. The University stands opposed to all forms of discrimination, harassment, and violence and will work to prevent such behavior within the University community. In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act

of 1964, and New York's Enough is Enough Law, non-discrimination in the education program or activity of the University extends to admissions and employment. The Title IX Coordinator is the designated University official with primary responsibility for coordinating compliance with Title IX and related federal and state laws. The Title IX coordinator, Meg Flaherty, Ph.D., can be reached by phone at (585) 385-8232, email at titleix@sjf.edu, in-person in Campus Center 229, or outside of business hours by contacting the Office of Safety and Security at (585) 385-8111.

Fisher Sponsored Transportation to Civic Engagement Sites
Students are ultimately responsible for finding their own transportation to off-campus programs/civic engagement sites. Nevertheless, subject to availability, budgeting limits and other transportation demands, SJF will endeavor to provide transportation to off-campus programs for Scholars who live on campus. SJF has no liability for any transportation method used by any student, other than transportation on official SJF vehicles. Please plan accordingly.

Tuition and Fees for Graduate Programs

Summer 2023 – Spring 2024 Tuition and Fees

Master's Programs

- Master of Business Administration (MBA) – $1,301/credit
- All Other Master's Programs – $1,094/credit
- Comprehensive Fee – $20/credit
- Nursing Online Fee* – $90/semester
- Nursing Fee** – $60/semester

*Nursing Online fee for PMHNP students is $57 per semester.
**Nursing fee for PMHNP students is $43 per semester and AGCNS students is $57 per semester.

Doctoral Programs

Doctor of Nursing Practice (DNP) – $1,531/credit
Executive Leadership (Ed.D) Hybrid**-$1,277/credit
Ed,D. in Executive Leadership – $1,612/credit
DNP and Ed.D. Comprehensive Fee – $20/credit
Pharmacy – $46,574/year*
Pharmacy Per Credit Hour Rate** – $1,233/credit
Pharmacy Online Pathway Fee- $20/credit
Pharmacy Comprehensive Fee – $225/year
Pharmacy Fee – $300/year

Fourth year on campus pharmacy students will be billed the per year rate tuition and fees split over three semesters.
**Pharmacy online pathway students are billed per credit hours. On-ground students require dean's approval.*
***Executive Leadership (Ed.D) Hybrid begins with the cohort entering May 2023.*

Course Fees

GMHC 500- $200
GMHC 520 – $25
GMHC 610 – $50
GNUR 566 online- $120
GNUR 577 online – $120

Miscellaneous Fees

Check Replacement Fee – $35/occurrence
Late Payment Fee – $200 max/term
Returned Check Fee – $38/occurrence
Study Abroad Fee – $500
Vehicle Registration Fee – $100/year

NOTE: *All rates are subject to change.*

Financial Aid

Financial aid is available to matriculated students who are taking at least six credit hours per semester. In order to be given full consideration for all types of financial aid programs available at St. John Fisher University, students must file the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA online at fafsa.gov Students should file at least one month prior to the beginning of the academic term for which they wish to receive financial assistance.

The Office of Student Financial Services is dedicated to providing you the highest level of service as we guide you through the financial aid process and assist you in meeting the costs of receiving a quality Fisher education. Graduate students should contact Fisher's Office of Student Financial Services at (585)385-8042 with any questions. To assist graduate students in planning for and achieving their academic objectives, the University offers the following:

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The student must file the Free Application for Federal Student Aid (FASFA) and complete the St. John Fisher University TEACH Grant application. The student must be enrolled in a TEACH Grant-eligible program as a graduate student, meet certain academic achievement requirements, receive TEACH Grant counseling and sign TEACH Grant Agreement to Serve. To receive the grant in successive years, the student must make satisfactory progress towards a degree, complete the FAFSA application, receive TEACH Grant counseling, sign the TEACH Grant Agreement to Serve and meet eligibility requirements. Academic achievement requirements are reviewed prior to receipt of the grant each semester.

Federal Direct Student Loan Program

The William D. Ford Federal Direct Student Loan Program provides low-interest long-term loans to matriculated students enrolled at least half-time in a degree program for education expenses. Borrowers must be U.S. citizens or eligible non-citizens and maintaining satisfactory academic progress for financial aid eligibility in a graduate or professional program. Student must complete the FAFSA application. The lender of these loans is the federal government and repayment is to the U.S. Department of Education.

For further information on amounthttps://fafsa.ed.gov/s, fees, and interest rates, please visit Financial Aid's Graduate Federal Direct Student Loan Program page.

Federal Direct Graduate PLUS Program

The William D. Ford Federal Direct Graduate PLUS Loan Program is available to matriculated graduate students enrolled at least half-time in a degree program. Borrowers must be U.S. citizens or eligible non-citizens and maintaining satisfactory academic progress for financial aid eligibility in a graduate or professional program. The student may borrow up to the student's cost of attendance, minus other financial aid. The lender of these loans is the federal government and repayment is to the U.S. Department of Education. Loan approval is subject to a credit check based on criteria established by the U.S. Department of Education. Student must complete the **FAFSA application**.

For further information on how to apply, amounts, fees, and interest rates, please visit Financial Aid's Federal Direct Graduate PLUS Loan Program page.

Private Student Loan Programs

Private student loans are loans a student can borrow from a private lender. Students who have not established a credit history will be asked to apply with a co-signer. Although interest accrues while the student is in school, the payments on the loan **may be** deferred until the student ceases enrollment. A private loan may provide enough funds to enable the student to attend and pay for the college of their choice. The annual loan limits are the cost of attendance minus other financial aid. The terms and conditions of the loan (including interest rates and fees) will be determined by the lender. A private student loan application is completed directly with the lender of the student's choosing.

Privately Funded Scholarships

A small number of privately funded scholarships are available to graduate students in good academic standing who meet the criteria designated by the donor(s) of the scholarship. Students eligible to apply for any of these scholarships will be notified and asked to fill out the proper paperwork.

New York State Aid

Recipients must be in good academic standing in accordance with the commissioner's regulations and must not be in default of a loan guaranteed by the New York State Higher Education Services Corporation.

For eligibility requirements, application process and award information on the following:

Senator Patricia K. McGee Nursing Faculty Scholarship
Veterans Tuition Awards
NYS Math and Science Teaching Incentive Scholarship
NYS Aid to Native Americans
Segal AmeriCorps Education Award
NYS Child Welfare Worker Incentive Scholarship Program

Please visit the New York State Higher Education Services Corporation website.

Standards of Academic Progress for Graduate Financial Aid Recipients

Graduate students are considered to be making satisfactory academic progress for federal aid eligibility as long as they are in good academic standing according to institutional standards.

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

Standards of Academic Progress for Graduate Financial Aid Recipients

Grade	Points Per Credit
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
F	0.00

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

Standards of Academic Progress Cumulative Grade Point Average:*

Standards of Academic Progress Cumulative Grade Point Average

Semester Credit Hours Earned Toward Degree	0–6	7–12	13–21	22+
Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00–2.99	2.50–2.99	2.75–2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

Averages will not be "rounded." For example, 2.99 will not be rounded to 3.00.

The School reviews student records each semester. If the School determines that a student has failed to meet the standards, the School reserves the right to dismiss the student from their program. The student will have two weeks upon receipt of their dismissal letter to appeal to the School for reinstatement. If the School approves a student who has not met the academic standing requirements to continue, approval from the dean or program chair is required for the student to continue to receive federal, state, and institutional financial aid. If approved, the student will be considered on probation for financial aid for the next semester. Student Financial Services will review the student's academic progress at the end of the next attempted semester. If the student has not made progress towards the published standards, he or she is no longer eligible for federal, state, and institutional financial aid until they return to good standing as published. If a student is dismissed from the program, he or she is no longer eligible for federal, state, and institutional financial aid.

Students who graduate or drop below half-time status are required by the federal government to complete exit counseling online at Studentaid.gov if they borrowed a Federal Direct Student loan or received a Federal TEACH grant. Failure to do so may result in the withholding of their diploma and/or academic transcript.

Refund Policy

Students who withdraw (from all courses or from an individual course) will be charged tuition on a proportionate basis according to the schedules below based on the part of term for the course. The term "refund" below refers to the percentage of the tuition reduction. Fees are not refundable. As such, the percentage of any payment and/or aid that may be returned to you (if any) may be different.

A student who is considering withdrawing from the University or dropping a class is strongly encouraged to discuss academic implications with his/her advisor and discuss the financial repercussions with Student Financial Services.

For refunding purposes, the first week is defined as the first seven calendar days in the term. For example, if classes start on a Tuesday, the first week runs from Tuesday through Monday of the following week.

Refund Schedules

Full Term Courses* (Part of Term 1)

> Withdrawal in the 1st Week – 100% Refund
> Withdrawal in the 2nd Week – 80% Refund
> Withdrawal in the 3rd Week – 60% Refund
> Withdrawal in the 4th Week – 50% Refund
> Withdrawal in the 5th & 6th Week – 20% Refund
> Withdrawal after the 6th Week – 0% Refund

Excludes pharmacy program

Weekend Courses** (Part of Term A & B)

> Withdrawal before 2nd class – 100% Refund
> Withdrawal before 3rd class – 75% Refund
> Withdrawal before 4th class – 50% Refund
> Withdrawal before 5th class – 25% Refund
> Withdrawal after 5th class – 0% Refund

Note: Each weekend consists of two class meetings; one on Friday and one on Saturday. Example: if a student attends the first weekend, then they have attended two class meetings and will be refunded 75% of the tuition.

***Ed.D. students are required to return their laptops and books upon withdrawal. Failure to do so will result in additional charges.*

Other Courses (Part of Term 7A, 7B, X, & Z)

> Withdrawal in the 1st Week – 100% Refund
> Withdrawal in the 2nd Week – 75% Refund
> Withdrawal in the 3rd Week – 50% Refund
> Withdrawal in the 4th Week – 25% Refund
> Withdrawal after the 4th Week – 0% Refund

Pharmacy Program*** (Part of Term P)

 Withdrawal in the 1st week of classes – 100% Refund
 Withdrawal after 1st week of class – 0% Refund

***Students wishing to withdraw from the pharmacy program must notify the Pharmacy Office of Student Affairs in writing of their intentions.*

Special Parts of Term (Part of Term S)

 Withdrawal prior to 10% completion point – 100% Refund
 10% – 19.9% completion point – 75% Refund
 20% – 29.9% completion point – 50% Refund
 30% – 39.9% completion point – 25% Refund
 At the 40% completion point – 0% Refund

Return of Title IV Funds

The Federal Government specifies how St. John Fisher University determines the amount of Title IV program assistance a student earns when they withdraw from the University. The Title IV programs that are covered by this law are: Federal PELL Grants, Federal TEACH Grants, Federal Direct Student Loans, Federal PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs).

When a student who is a Title IV Fund recipient withdraws, the amount of Title IV funds earned is based on the amount of time the student spent in academic attendance. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period of enrollment, a student has earned 100% of the Title IV funds.

For complete details on the return of Title IV funds when a student withdraws, please review our [Return of Title IV Funds Policy [pdf]](#).

Title IV fund recipients who are withdrawing from classes that are part of two 6 or 7-week modules should review our [Part of Term Withdrawal Policy [pdf]](#).

Return of Non-Title IV Funds

When a student withdraws who has paid using non-Title IV funds, any credit balance resulting from refund calculations will be returned to the student.

Payment Policy

All student accounts must be settled by the date established by the Institution each semester. An account is considered settled when it reflects a credit or zero balance. This can be achieved by any combination of the following:

 Establishing adequate financial aid
 Setting up a payment plan
 Paying the balance in full
 Submitting the Payment/Reimbursement from Employer Plan (PREP) form
 Arranging for direct billing to your employer

More information about these options can be found on the [Student Accounts website](#). Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by Student Financial Services.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, or participate in University-sponsored activities. Additional restrictions may also be imposed.

The University reserves the right to transfer past due accounts to an external collection agency when internal efforts have been exhausted. Collection costs and other legal fees incurred will be billed to the student account and become the responsibility of the student.

Penalties

The University reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the Institution. . The University may, at its sole discretion:

Refuse to admit or register the student
Cancel the student's registration
Bar the student from attending class
Remove the student from residence housing

Payment Plan

St. John Fisher University allows students to finance their balance over the course of the semester. Students/families that choose to establish a payment plan must enroll online and set up automatic deductions from a checking account or savings account. There is a $40 enrollment fee per semester.

Payment/Reimbursement from Employer Plan (PREP)

The Payment/Reimbursement from Employer Plan, or PREP, enables students to defer the amount of tuition and fees that their employer indicates it will pay. Students who qualify to use PREP to defer their tuition will not be required to submit payment until the semester has ended and grade reports are available. PREP is only available to students who are in good financial standing with the University and who receive payment of their tuition from their employers.

If Student Accounts does not receive payment for the balance in full by the deadline, a late fee of $200 will be assessed. St. John Fisher University reserves the right to rescind or refuse this payment option if the institution is notified that the student is no longer eligible to receive tuition benefits. Failure to earn a required minimum grade in order to receive payment from an employer and/or withdrawal from a class does not excuse the student from being charged all applicable tuition and fees for that semester.

Direct Billing to Your Employer

Your balance may be deferred if your employer will pay the University in full upon receipt of a bill. To obtain this deferment, submit a letter from your employer stating this, and a bill will be generated directly to your employer for payment.

Forms

Further details and downloadable forms can be found on the [Student Accounts website](#). For more information, please contact Student Financial Services by phone at **(585) 385-8042** or by email at sfs@sjf.edu.

Refund of Overpayment on Student Account

An overpayment refund is processed only when there is an actual credit balance on a student account. If the application of loans, scholarships, grants, or any other payment creates a credit balance, a refund will be generated. Students will be notified by email that a refund has been generated and will be informed of when and where it will be available.

Academic Programs

St. John Fisher University's graduate programs offer a first-class education, with faculty who focus on practice-oriented instruction and individual attention. Our programs accommodate everyone, from recently graduated students looking to continue their education to full-time working professionals who want to advance within their organizations or change careers. The curriculum is flexible, with evening and weekend classes to fit your busy schedule. With numerous master's programs and three doctoral programs in business, education, nursing, and pharmacy, we are confident that we have the program for you.

Schools

- School of Arts and Sciences
- School of Business
- Ralph C. Wilson, Jr. School of Education
- Wegmans School of Nursing
- Wegmans School of Pharmacy

Master's Programs

- Master of Business Administration
- Master of Public Health (MPH)
- Master of Science in Education: Educational Leadership (M.S.Ed.)
- Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.)
- Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.)
- Master of Science in Library Media (M.S.)
- Master of Science in Literacy Education (M.S.)
- Master of Science in Mental Health Counseling (M.S.)
- Master of Science in Nursing (M.S.)
- Master of Science in Special Education: Severe or Multiple Disabilities

Doctoral Programs

- Doctor of Nursing Practice (DNP)
- Doctorate in Education: Executive Leadership (Ed.D.)
- Doctor of Pharmacy (Pharm.D.)
- Doctor of Pharmacy/MBA

School of Arts and Sciences

Overview

Ann Marie Fallon, *Dean*
Catherine S. Sweet, *Assistant Dean of Assessment and Administration*

The School of Arts and Sciences, in partnership with the other schools that make up St. John Fisher University, provides educational experiences rooted in the liberal arts that prepare students to lead lives of intellectual, professional, and civic integrity. This is accomplished by the following:

> Providing opportunities for undergraduate and graduate students to develop proficiency in one or more of the major fields of study housed within the School.
> Promoting the engagement of students, faculty members, and professional staff within a learning environment that creates high expectations, along with the support for all to achieve their full potential.

In addition, the academic programs in the School of Arts and Sciences are primarily responsible for the University's Core Curriculum, the component of the undergraduate curriculum that affirms the centrality of the liberal arts in the academic experience of all undergraduate students.

School of Arts and Sciences

School of Business

Overview

Daniel Connolly, Dean
Kristin Lennarz, *Interim Assistant Dean & MBA Director*

The School of Business houses the undergraduate majors of accounting, finance, human resource management, management, and marketing, as well as the MBA. The School of Business is accredited by AACSB International–The Association to Advance Collegiate Schools of Business. AACSB is the premier worldwide accrediting agency for business education programs in management and accounting.

Mission

The School of Business prepares professionally competent and ethically responsible graduates for careers as managers and professionals, primarily for local and regional businesses. The school emphasizes excellence in teaching and close interaction with students, and recognizes that excellent teaching is informed by faculty actively engaged in research and scholarship. Faculty members produce research published in peer-reviewed journals and other recognized outlets for intellectual contribution that advances the scholarship of teaching, business practice, and disciplinary knowledge.

School of Business

Ralph C. Wilson, Jr. School of Education

Overview

Dr. Joellen Maples, *Dean*

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher University. Our curriculum is grounded in inclusive practice. We believe that teaching all people requires professional educators and executive leaders who have mastered the knowledge, skills, and dispositions necessary to address the diversity represented by the populations they serve. All children and all adults have a right to enjoy high-quality educational and

workplace experiences designed by experts who are deeply and fully committed to the profession of education and the responsibilities of leadership.

Our graduate programs in education are designed to deepen, extend, and enhance the professional knowledge of educators, leaders, and executives. Initial certification programs allow graduate candidates whose baccalaureate degrees are in areas other than education to obtain New York state certification in childhood and special education or adolescence and special education. Teaching professionals with initial certification in childhood and adolescence may specialize in the critical needs areas of literacy or library media. Graduate candidates with initial certification can qualify for professional certification through our master's degree programs. Teachers who have experience in leadership roles may enroll in the School Building Leader and School Building/School District Leader programs. Educators and executives may challenge themselves at the highest level of study in our Ed.D. in Executive Leadership program, where a cohort-based modular structure provides a rigorous yet accessible program of study leading to a terminal degree. The School also offers its approved Ed.D. in Executive Leadership at Iona University in New Rochelle, New York, (extension site).

Graduate programs in teacher education and educational leadership are registered with the New York State Education Department and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). The School of Education and its related educational programs are located in the Ralph C. Wilson, Jr. School of Education building and the James S. Alesi Academic Center, state-of-the-art facilities with advanced technological capacity.

School of Education

Ralph C. Wilson, Jr. School of Education

Overview

Dr. Joellen Maples, *Dean*

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School of Education

Wegmans School of Nursing

Overview

Dr. Patricia Gatlin, *Dean*
Dr. Colleen Donegan, *Graduate Associate Dean*

In March 2006, St. John Fisher University opened the Wegmans School of Nursing, named in honor of Robert and Peggy Wegman, longtime friends and benefactors of the University. The Wegmans School of Nursing houses the undergraduate and graduate programs in nursing and the graduate program in mental health counseling.

The mission of the School is to create an individualized teaching and learning environment that supports the special needs and values of students seeking roles in licensed, credentialed, and certified professions. Founded in the Basilian tradition and guided by ethical and professional standards, the School prepares individuals who are committed to lives of service and the values of intellectual engagement, social responsibility, and respect for diversity.

The Wegmans School of Nursing is dedicated to graduating professional mental health counselors and advanced-practice nurses who will provide expert, compassionate, ethical care and be leaders in the health-care environment. To promote an internalized standard of excellence in practice, the School fosters academic and clinical practice environments for students that provide the opportunity for student and faculty to engage in the following:

Active involvement in the quest for knowledge
Professional competence
Collaborative relationships
Ongoing personal growth
Flexibility and openness to change
Effective communication
Modeling of professional behaviors
Community involvement

The School's baccalaureate, master's, and DNP programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 463-6930.

The mental health counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Wegmans School of Nursing

Wegmans School of Pharmacy

Overview

Administration
Dr. Christine Birnie, *Dean*
Dr. Sean Leonard, *Assistant Dean of Assessment*

Dr. David McCaffrey, III, *Associate Dean of Student Affairs*
Dr. Angela Nagel, *Associate Dean of Academic Affairs*

The Wegmans School of Pharmacy is dedicated to serving the pharmaceutical care needs of the public by preparing pharmacists to provide pharmaceutical care that enhances the health and quality of life of the patients they serve. The School is committed to providing an environment that promotes academic excellence, service, and scholarship; encourages each student's intellectual and personal development; and fosters the development of lifelong learners committed to advancing the profession of pharmacy.

In July 2010, the Wegmans School of Pharmacy was granted full accreditation from the Accreditation Council for Pharmacy Education (ACPE). The School was reaccredited in 2016, receiving full accreditation through 2024.

Department of Pharmacy Practice and Administration

Dr. Elizabeth(Lisa) Phillips, *Chair Pharmacy Practice*
Dr. Nabila Ahmed-Sarwar, *Pharmacy Practice*
Dr. Lisa Avery, *Pharmacy Practice*
Dr. Gabriela Cipriano, *Pharmacy Practice*
Dr. Kelly Conn, *Pharmacy Administration*
Dr. Kathryn Ann Connor, *Pharmacy Practice*
Dr. Keith DelMonte, *Director of Experiential Education and Continuing Professional Education*
Dr. Alex DeLucenay, *Pharmacy Practice*
Dr. Akesha Edwards, Pharmacy Administration
Dr. Shawn Fellows, *Pharmacy Practice*
Dr. Amanda Foster, Pharmacy Practice
Dr. David Hutchinson, *Pharmacy Practice*
Dr. Katherine Juba, *Pharmacy Practice*
Dr. Jill Lavigne, *Pharmacy Administration*
Dr. David McCaffrey, III, *Pharmacy Administration*
Dr. Juliette Miller, Pharmacy Practice
Dr. Angela Nagel. Pharmacy Practice
Dr. Kobi Nathan, *Pharmacy Practice*
Dr. Christopher Noel, *Pharmacy Practice*
Dr. Diane Rudy, Pharmacy Practice
Dr. Anne Schweighardt, Vice- Chair *Pharmacy Practice*
Dr. Judianne C. Slish, *Pharmacy Practice*
Mr. Karl Williams, *Pharmacy Administration*
Dr. Sha-Phawn D. Williams, *Pharmacy Practice*
Dr. Matthew Zak, *Asst. Director of Experiential Education*

Department of Pharmaceutical Sciences
Dr. Todd Camenisch, *Chair Pharmaceutical Sciences*
Dr. Remah Ali, *Pharmacology*
Dr. Priyanka Bhatt, *Pharmaceutical Sciences*
Dr. Christine R. Birnie, *Pharmaceutical Sciences*
Dr. Lipika Chablani, *Pharmaceutical Sciences*
Dr. Vivek Dave, *Pharmaceutical Sciences*
Dr. Janet K, Lighthouse, *Pharmaceutical Sciences*
Dr. Amy L. Parkhill, *Pharmacology*
Dr. Ramil Sapinoro, *Pharmaceutical Sciences*
Dr. Anna Ratka, *Pharmacology*
Dr. Ankit Rochani, Pharmaceutical Sciences

Master of Public Health (MPH)

Overview

Dr. Heather McGrane Minton, *Program Director*

The Master of Public Health program at St. John Fisher University prepares students for careers as public health professionals and practitioners across public, not-for-profit, and private sectors where they will work to improve healthcare planning, delivery, assessment, and outcomes for individuals and communities. A major focus of the program are the healthcare needs and disparities across the Greater Rochester region and beyond—specifically addressing nutrition, substance abuse, mental health, maternal/child health, and the impact of trauma and poverty while working with a mix of populations. The program places particular emphasis on the practical, practice-oriented aspects of an MPH education, preparing students for administrative and managerial careers in different fields across health care.

Our mission is to advance scholarship, research, and service so that students become effective members of intra-professional teams that seek innovative solutions to regional, state, and national health concerns. Guided by current theory, evidence-based methods, and a collaborative ethos, students will address the systemic inequities impacting our community to promote public health and public health policies through constructive partnerships within the public and private sectors.

In accordance with standards recommended by the Council on Education for Public Health (CEPH), students develop a strong understanding of the social science foundations of public health, along with the ethical imperatives and the essential analytical and administrative skill sets. The MPH curriculum focuses on measures of morbidity and mortality across populations, program design and evaluation, community health needs assessment, health care issues and special populations, public health policy, promotion of evidence-based interventions, and systems management. Student learning is facilitated through a variety of teaching methodologies, including class discussions, small-group work, case-study analysis, community-based activities, and internships.

Program Requirements

Master of Public Health

The number of credits for each course is designated in parentheses after the course title.

Requirements

Required Courses – *39 credits*

      GPBH 501 - Principles of Public and Community Health (3)
      GPBH 503 - Biostatistics (3)
      GPBH 505 - Epidemiology (3)
      GPBH 507 - Social and Preventive Health (3)
      GPBH 509 - Public Health Policy and Healthcare Delivery Systems (3)
      GPBH 511 - Environmental Health (3)
      GPBH 513 - Behavioral Health (3)
      GPBH 515 - Healthcare Administration, Program Planning, and Evaluation (3)
      GPBH 517 - Data Analytics and Healthcare Information Systems (3)

GPBH 519 - Advanced Epidemiology (3)
GPBH 521- IPE: TeamSTEPPS (0)
GPBH 523- Health Delivery, Administration, and Budgeting (3)
GPBH 611 - Community-based Practicum (3)
GPBH 613 - Capstone (3)

Electives – 3 *credits*

Choose **ONE** courses from the following:

GPBH 512 - Health Disparities Across Populations (3)
GPBH 514 - Aging Populations and Health (3)
GPBH 518 - Special Populations (3)
GPBH 520 - Global Health (3)

Total: 42 credits

Doctor of Pharmacy (Pharm.D.) and Master of Public Health (MPH) Program Agreement

OVERVIEW

The School of Arts and Sciences Public Health Program and the Wegmans School of Pharmacy at St. John Fisher University have established an agreement between the Pharm.D. and MPH degree programs that provides pharmacy students with the option of completing an MPH degree. The goal of this cooperative program is to train pharmacy students in skills outside of their traditional practice role. Given the ever-changing scope of practice, this agreement allows pharmacy students to integrate their pharmaceutical skills with public health expertise to become effective leaders in pharmacy practice and public health settings.

The Wegmans School of Pharmacy Doctor of Pharmacy program is accredited by Accreditation Council for Pharmacy Education. The Public Health Program at the School of Arts and Sciences is seeking accreditation by the Council on Education for Public Health. Both programs are individually registered with NYSED. St. John Fisher University is accredited by the Middle States Commission on Higher Education.

Program Descriptions

MPH Overview

The Master of Public Health program at St. John Fisher University prepares students for careers as public health professionals and practitioners across public, not-for-profit, and private sectors where they will work to improve healthcare planning, delivery, assessment, and outcomes for individuals and communities. A major focus of the program is the healthcare needs and disparities across the Greater Rochester region and beyond —specifically addressing nutrition, substance abuse, mental health, maternal/child health, and the impact of trauma and poverty while working with a mix of populations. The program places particular emphasis on the practical, practice-oriented aspects of an MPH education, preparing students for administrative and managerial careers in different fields across health care.

The mission of the MPH program is to advance scholarship, research, and service so that students become effective members of interprofessional teams that seek innovative solutions to regional, state, and national health concerns. Guided by current theory, evidence-based methods, and a collaborative ethos, students will address the systemic inequities impacting our community to promote public health and public health policies through constructive partnerships within the public and private sectors.

In accordance with standards recommended by the Council on Education for Public Health (CEPH), students develop a strong understanding of the social science foundations of public health, along with the ethical imperatives and the essential analytical and administrative skill sets. The MPH curriculum focuses on measures of morbidity and mortality across populations, program design and evaluation, community health needs assessment, health care issues and special populations, public health policy, promotion of evidence-based interventions, and systems management. Student learning is facilitated through a variety of teaching methodologies, including class discussions, small-group work, case-study analysis, community-based activities, and internships.

Pharm.D. Overview

Throughout the first three years of the curriculum are professional courses that provide you with the opportunity to:

> Integrate and apply information
> Complete projects and assignments while working in small groups
> Support the development of critical thinking
> Foster the spirit of collaboration among you and your classmates

By integrating physiology, medicinal chemistry, and pharmacology, the program gives you a broad view of how various medications interact within the human body. Courses on drug action and drug therapy are team-taught by system (i.e., cardiovascular, neurological, renal, etc.).

Early on, the curriculum places you in the laboratory, teaching and honing your compounding and dispensing skills. In fact, a broad array of introductory and advanced pharmacy practice experiences are available to you over the course of your academic tenure with the program.

The Pharm.D. degree is awarded after successful completion of four years of full-time study.

REQUIREMENTS

The 42-credit hour MPH degree program offers courses designed for student pharmacists in the SJF Pharm.D. program and the working pharmacy professionals who have earned the Pharm.D. degree from SJF.

Any pharmacy student pursuing the MPH degree must have a minimum GPA in the Pharm.D. program of 3.0 and must have earned a B or higher in PHAR 3123 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice I (2), prior to applying to the MPH.

The number of credits for each course is designated in parentheses after the course title.

Required Courses – *39 credits*

> GPBH 501 - Principles of Public and Community Health (3)
> GPBH 503 - Biostatistics (3)
> GPBH 505 - Epidemiology (3)
> GPBH 507 - Social and Preventive Health (3)
> GPBH 509 - Public Health Policy and Healthcare Delivery Systems (3)
> GPBH 511 - Environmental Health (3)
> GPBH 513 - Behavioral Health (3)
> GPBH 515 - Healthcare Administration, Program Planning, and Evaluation (3)
> GPBH 517 - Data Analytics and Healthcare Information Systems (3)
> GPBH 519 - Advanced Epidemiology (3)

GPBH 521 – IPE: TeamSTEPPS (0)
GPBH 523 – Health Delivery, Administration, and Budgeting (3)
GPBH 611 - Community-based Practicum (3)
GPBH 613 - Capstone (3)

Electives – *3 credits*

Choose **One** course from the following:

GPBH 512 - Health Disparities Across Populations (3)
GPBH 514 - Aging Populations and Health (3)
GPBH 518 - Special Populations (3)
GPBH 520 - Global Health (3)

Total: 42 credits

Vetted Pharmacy Courses (13.5 credits)	*Substituted MPH Course(s) (12 credits)*
PHAR 3123 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice I (2) AND PHAR 4223 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice II (2)	*Required:* GPBH 505 - Epidemiology (3)
PHAR 3121 – IPE: TeamSTEPPS (0.5)	GPBH 521 – IPE: TeamSTEPPS (0.0)
PHAR 3135 - Healthcare Care Delivery (3)	*Required:* GBPH 515 - Healthcare Administration, Program Planning, and Evaluation (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)	Required: GPBH 611 - Community-based Practicum (3)
PHAR 4236 – Population-based Healthcare (2) AND PHAR 3218 – Introduction to Diversity (1)	*Elective:* GPBH 512 - Health Disparities Across Populations (3) OR GPBH 518 - Special Populations (3)

* The Pharm.D. proposed courses equate to 13.5 credit hours toward the Pharm.D. and 12 credit hours toward the MPH.

Pharmacy students may also use up to 6 credits from the MPH program as electives within the Pharm.D. program.

The total amount of MPH courses required for fulfillment of the MPH degree after applying the Pharmacy courses is 10 classes (30 credits). If students use 2 courses from the MPH towards their Pharm.D. for electives, then the total additional credit hours is 24 credits for the MPH program.

CONTACT INFORMATION

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Dr. Angela Nagel, Associate Dean of Academic Affairs, Wegmans School of Pharmacy; anagel@sjf.edu

Master of Public Health (MPH) Courses

GPBH-501 Intro to Publ & Comm Hlth (3)

This course introduces students to a range of topics, issues, perspectives, and frameworks shaping modern public health systems, priorities, policies, and practices as well as the major challenges confronting public health professionals as they strive to carry out the core functions of public health—surveillance monitoring, prevention and containment strategies, and public education and reassurance. The course is organized five foundational areas. These are: (a) public health's historical and contemporary contributions and the role of community health programs, (b) the ethical bases for policies and actions, (c) key terms and concepts in the field, (d) systems and organizations that comprise public and community health, and (e) the unique social, economic, behavioral, cultural, and environmental factors impacting health outcomes.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-503 Biostatistics (3)

This course introduces students to descriptive and inferential statistics as they pertain to the health sciences and public health in particular. Descriptive topics include the roles and applications of frequency distributions, measures of central tendency, and the measures of variability. Inferential topics include probability theory, the binomial distribution, the normal distribution, the t-distribution, sampling distributions, confidence intervals, hypothesis testing, multiple regression analysis, and survival analysis. Other specific topics include methods for deriving population means (and

proportions) from sample data, statistical hypothesis testing and its application to group comparisons, as well as random sampling and other aspects of population-based study designs. In addition students will develop proficiency with an appropriate statistical package for the analysis of population and clinical datasets. The practical applications of biostatistics techniques and procedures for the advancement of public health strategies, interventions, and priorities will be emphasized.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-505 Epidemiology (3)

This course introduces students to a broad range of epidemiologic methods and procedures for the study of the distribution and determinants of health and diseases, mortality, morbidity, injuries, and disability across different populations and subpopulations. Distinguishing between descriptive and analytic epidemiologic techniques and research designs allows students to explore how various tools are used to control and prevent conditions such as infectious and chronic diseases, mental disorders, and environmental health hazards. Other topics addressed are the quantitative and qualitative aspects of epidemiology, including data sources, measures of morbidity and mortality, the evaluation of association and causality, study designs, and screening for disease and risk measurements. The links between epidemiologic research and public health policies is also an area of focus along with the impact of genetics and genomics on epidemiology and public health strategies.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-507 Social & Preventive Health (3)

A basic premise of this course is that health needs and health outcomes at the individual and community levels are linked to the social, economic, and environmental conditions under which people live and work. Students examine the critical connections between health outcomes and poverty, illiteracy, family instability, malnutrition, inadequate housing, food insecurity, and low-paid, unstable employment. A basic aim of this course is consideration of such factors when developing effective prevention strategies to promote healthy individuals and communities. While ensuring standard sanitary and hygienic measures can help in the prevention of disease, it remains the case that the eradication of disease also requires addressing the social, economic, and environmental conditions that exacerbate the spread of disease. Students in this course will thus consider (a) how social, economic, and environmental conditions contribute to the spread of disease, (b) how societies contribute to the perpetuation of these conditions, and (c) what strategies and policies have been most effective in alleviating morbidity and mortality for populations living under these conditions.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-509 Pub Hlth Policy & Delivery (3)

This course focuses on both the implications of public health policy and the structures and major components of healthcare delivery systems. We analyze current U.S. health policy issues and the critical processes and forces that shape these. The major public health policy issues include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on health care, managed care development and regulation, and state and federal healthcare reform at the state and federal level. In addition, this course examines global public health care policy issues affecting US healthcare policy. The course also introduces students to the main features of the organization, financing, and delivery of health care services. This provides students with an understanding of the

evolution of the US health care delivery system and the social, legal, and economic factors and government regulations shaping that system. The sources of financing for the delivery of healthcare are given particular attention along with leadership and management models and theories and the use of technologies in health care for the documentation of community health problems.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-511 Environmental Health (3)

This course examines current and emerging global environmental health concerns, providing students with the scientific knowledge to inform future practices and policy decisions. Students will develop an understanding of the causes and conditions related to health problems in industrialized and developing countries. This includes the study of physical, chemical, and biological agents of environmental contamination and their impact on the body along with examining the spread of contaminants through the air, water, and soil, identifying susceptible populations, and understanding methods for conducting risk assessment and analysis.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-512 Hlth Disparit Acro Populat (3)

This course explores the causes and implications of health disparities across differing cultures, regions, and ethnicities. Patterns of ethnic/racial and class segregation and inequality shape modern societies and greatly impact the work of public health professionals in the planning and delivery of health services. Students conduct descriptive and analytic research to identify systemic causes and influences on public health policy, both globally and nationally. Working with our community-based partners, students will also research the health disparities that exist in our region. Students consider the critical impact of health disparities across populations when formulating health policies and priorities.

Attributes: TGPU

GPBH-513 Behavioral Health (3)

While environmental, social, and genetic factors greatly shape healthcare outcomes, the behavior of individuals remains a paramount concern in this mix of determinants. This course examines mental health, substance abuse, and other behaviors affecting overall health and well-being. Included in this will be the study of socio-economic, cultural, and societal norms that influence and define needs, treatments, and resource allocations. Students will explore popular behavior change models and interventions designed to help individuals alter negative behaviors and navigate difficult situations and relationships. The essential role of behavioral health strategies within public health planning and priorities will be emphasized.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-514 Aging Populations & Health (3)

This course introduces students to the unique concerns pertaining to aging and elders as this impacts public health planning, delivery, and priorities. Aging is a critical consideration for public health professionals. First, persons 55 and older present a host of specialized health needs and requirements.

Second, the growth of elders as a proportion of the US population will continue to have a significant impact on the distribution of health resources and services. Students examine and evaluate global, national, regional, and community-based programs developed to address the needs of diverse populations of elders and students consider the possible causes for health disparities and generational differences in health outcomes. Students explore and identify the specific health concerns of an aging population.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-515 Hlth Admin, Plann, & Eval (3)

This course introduces students to the basic principles guiding the management and administration of public health systems, agencies, and programs. Students explore the unique needs and administrative responsibilities associated with the delivery of public health services and how global, national, regional, and community-based programs and initiatives intersect and interact to meet the needs of diverse populations. This course identifies the skills and competencies essential for exercising leadership in the planning, delivery, and advocacy for health care services. Core managerial tasks pertaining to overseeing personnel, budgeting, program assessment, and strategic planning are also explored.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-517 Data & Hlthcr Info Systems (3)

The shift to digital records and the expansive reliance on information systems across public health requires a greater familiarity with the technological base for these developments. This course allows students to develop the technical skills necessary to make use of the quantitative techniques associated with data analytics to analyze and evaluate public health metrics and to gauge the effectiveness of various programs and interventions. Particular attention is given to the ethical, legal, and regulatory limitations regarding the collection and dissemination of public health data and records. This course introduces the basic infrastructure necessary to support an efficient and effective use of technology throughout a public health system.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-518 Special Populations (3)

Public health professionals must tailor programs and initiatives to meet the needs of both the population as a whole as well as specific populations within a community. In this course students explore the needs of specific populations (e.g., refugees, immigrants, LGBTQ, rural) and the cultural and socioeconomic factors shaping the design and priorities of public health services in general. This is a community-based course that works directly with organizations established to serve particular populations. As part of the course, students will conduct a research project for an organization that will result in a collaborative advocacy project or initiative.

Attributes: TGPU

GPBH-519 Advanced Epidemiology (3)

Building on GPBH 503 and 05, this course focuses on advanced research methods used in the study of the distribution and determinants of health, diseases, mortality, morbidity, injuries, and disability across different populations and subpopulations. Particular attention will be given to the connections between specific epidemiologic findings and public health policies and priorities for particular communities.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-520 Global Health (3)

The intricate global linkages between local health concerns in disparate regions of the world are increasingly influencing the planning and priorities of public health professionals. In this course students examine the great diversity of determinants of health and disease across continents and cultures. This course asks students to critically analyze emerging global health priorities, such as the spread of infectious disease, poverty, conflicts, and environmental emergencies and to examine current public health policies and government interventions in the delivery of appropriate and strategic health services. These are important trends throughout the field of public health that shape work of public health professionals at the local, national, regional, and global level.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-521 IPE: TeamSTEPPS (0)

This training is designed for public health students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Attributes: TGPU
Restrictions: Including: -Class: Graduate Student

GPBH-523 Health Del.,Admin.,&Bud (3)

GPBH 523 introduces students to health care delivery systems as well as key administrative functions within public health organizations, such as developing and managing program budgets and organizational resource allocation. Students will analyze health care delivery systems operate at the local, county, regional, state, and federal levels. Strategic integration and collaboration across these systems—as well as working with multiple funding streams—are essential for public health.In consideration of these topics, students will apply principles of leadership, governance, and strategic management to support a collaborative work and service delivery environment and to ensure evidence-based decision-making across public health organizations. Among other benefits, this will allow organizations to identify and address factors that contribute to structural racism within public health as well as health disparities and biases across our communities.

Attributes: TGPU
Restrictions: Including: -Level: Practice Doctorate, Graduate

GPBH-611 Community-Based Practicum (3)

The experiential learning component is essential for all MPH students. This course will place students in a public health setting for the purpose of working alongside public health professionals to experience the work environment, institutional context, and mix of everyday issues and challenges presented by careers in public health. It is expected that a practicum will involve a range of assignments and activities, including working with data (e.g., surveillance reports), framing issues for different audiences (e.g., members of the public, other public health professionals), reporting protocols (e.g., morbidity/mortality reports), and standards of professional conduct. Our expectations of students throughout their time in a practicum are professionalism, accountability, and a respectful and empathetic attitude.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-613 Capstone (3)

This capstone course serves as a cumulative experience for students in the MPH program. This results in an applied project that combines the use of epidemiological and biostatistics skills and tools, contemporary public health theoretical frameworks, and an empirical research question pertaining to a current public health topic. Identifying and describing the practical applications of their findings for public health practitioners will be a key element of the capstone project.

Attributes: TGPU
Restrictions: Including: -Level: Graduate

GPBH-696 Independent Study (1 TO 6)

This course allow students to analyze a specific areas of sub-field within public health in greater depth. Students must propose a topic and method of study approved by the department chair, which results in a substantive research paper as agreed upon between student and instructor. Requires completion of the Independent Study Authorization form.

Attributes: TGPU
Restrictions: Including: -Major: Graduate Public Health

Master of Business Administration (MBA)

Overview

Daniel Connolly, *Dean*
Kristin Lennarz, *Interim Assistant Dean & MBA Program Director*

The School of Business offers a number of focused pathways that will lead to a Master of Business Administration (MBA) degree. The MBA program is designed for students who want flexibility while gaining relevant knowledge and skills that can be applied immediately in the workplace. Courses are online, with a weekly online synchronous connection to fellow classmates. The School of Business prepares exceptional, Day 1 Ready graduates because of our hands-on commitment to excellence in business education. Our students enjoy a high placement rate and are employed globally, by local, regional, national and international firms.

Flexibility: Fisher offers the flexibility for students to customize their schedule to leverage available learning time. Students can study part-time or full-time to complete the program in potentially as little as one year or take up to six years if needed.

To better serve the needs of current and potential students, the Master of Business Administration program at St. John Fisher University is online with the Fisher Touch. As St. John Fisher University prides itself on meaningful, personal connection between student and instructor, our on-line MBA courses are designed to mix live, synchronous instruction in a virtual classroom with asynchronous content and assignments. All courses enjoy one, 90-minute synchronous session, each week, starting at 6 p.m. or at 7:45 p.m. This affords MBA students great flexibility while still offering regular connection to instructors and classmates.

Concentrations: The School of Business lets you select an area of concentration within your MBA. We currently offer concentrations in:

> Accounting*
> General Management
> Health Systems Management
> Pharmaceutical Industry

* Only the accounting concentration provides preparation for CPA licensure in New York State. Students wishing to prepare for CPA licensure should check that the specific course meets the necessary requirements for their state.

Accelerated Time to Degree: The Fisher Online MBA program may be completed at your pace. Depending on your concentration, students wishing to complete the degree in a year, should plan on a 2/4/4 course load. Working students may want to consider a slower pace, taking 1 or 2 courses per semester. A discussion with your admissions representative or the MBA program director is highly recommended to help you design the most appropriate program path given course availability and your desired pace.

Program Requirements

Master of Business Administration

This 30-credit-hour MBA program can be completed in one year or six years – at your pace. Students typically progress through the program by taking a balance of core and concentration courses.

Requirements

The number of credits for each course is designated in parentheses after the course title. Requirements will vary based on program concentration.

MBA Business Foundations- MBA Math Toolkit

To support program success, students admitted to the program may wish to refresh or improve foundational business knowledge by completing the self-study MBA Math Toolkit. Based on an incoming student's background in foundational business subjects, the MBA Math Toolkit may be recommended or required. The MBA Math Toolkit addresses the following areas: Microsoft Excel; Economics;Accounting; Finance and Statistics.

Student costs for the MBA Math Toolkit is $150.

MBA Core Courses : *15 credits*

Students in the Accounting, General Management or Pharmaceutical Industry concentrations, take five MBA core courses totaling 15 credits.

> GMGT 643 - Quantitative Methods and Introductory Analytics (3)

GMGT 680 - Marketing Concepts and Strategy (3)
GMGT 681- Capstone: Business Strategy and Policy (3)
GMGT 682 - Financial Management (3)
GMGT 685 - Leadership Development (3)

Students in the Health Systems Management Concentration take 5 MBA core courses totaling 15 credits.

Choose ONE:
- GMGT 641 - Project Management (3)
- GMGT 643 - Quantitative Methods and Introductory Analytics (3)

GMGT 680 - Marketing Concepts and Strategy (3)
GMGT 681 - Capstone Business Strategy and Policy (3)
GMGT 682 - Financial Management (3)
GMGT 685 - Leadership Development (3)

In the final semester of the program, MBA learning is assessed in a national business simulation. Cost to the student for this MBA assessment is $65.

Concentration Courses - *15 credits*

Concentration courses (chosen from below) to equal the required number of credits.

Accounting Concentration - 15 credits

GMGT 647 - Advanced Topics in Federal Taxation (3)
GMGT 648 - Accounting and Business Analytics (3)
GMGT 649 - Commercial Law and Professional Responsibilities (3)
GMGT 695- Accounting Theory/ Research (3)
Choose **ONE**:
- GMGT 674 - Forensic Accounting (3)
- GMGT 673 - Valuation (3)

Students wishing to prepare for CPA licensure should check that the specific course meets the necessary requirements for their state.

General Management Concentration - 15 credits

GMGT 617 - Organizational Behavior and Human Resources Management (3)
Four 3 credit GMGT 6XX General Management electives*

* Please consult with Academic Advisor for elective courses that best fit your personal objectives.

Please review courses offered before registration each term. New courses are added and others dropped as the business world changes. There are special topics (671/672) and other elective courses offered each semester and on a rotating basis from which you can select to complete the remaining 12 credits of your General Management Concentration course requirements.

Health Systems Management Concentration - 15 credits

GNUR 704 - Advanced Technology in support of Clinical Management (3)
GNUR 706 - Healthcare Delivery Systems, Policy & Law (3)

GNUR 707 - Biostatistics and Epidemiology (3)
GNUR 710 - Complex Population Health (3)
GMGT 6XX - Graduate Management Elective (3) *

* Please consult with Academic Advisor for an appropriate elective topic.

Pharmaceutical Industry Concentration - 15 credits

Students are required to take 15 credit hours from the following list:

PHAR 3123 - Clinical Application of Epidemiology I (2)
PHAR 3135 - Healthcare Delivery (3)
PHAR 3218 - Introduction to Diversity (1)
PHAR 3226 - State Pharmacy Law (2)
PHAR 4135 - Communications and Counseling Skills (3)
PHAR 4223 - Clinical Application of Epidemiology II (2)
PHAR 4236 - Population-Based Healthcare (2)
PHAR 5125 - Ethics in Pharmacy Practice (2)
PHAR 5225 - Federal Pharmacy Law (2)
PHAR 5236 - Managing Practice and Personnel (3)

Note: *(PHAR 4135 or 3226/5225) and (PHAR 4236 or 5236) are required. Pharmacy classes are offered on campus during the day. Please consult with your Pharmacy advisor on course selection.*

Total: 30 credits

Joint Doctor of Pharmacy and Master of Business Administration (Pharm.D./MBA)

The School of Business and the Wegmans School of Pharmacy at St. John Fisher University have established a Pharm.D./MBA program. The goal of this cooperative program is to educate students to assume responsibilities associated with management, executive, and administrative positions within the healthcare pharmaceutical industry, as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

The Wegmans School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education and the School of Business MBA program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Both programs are individually and jointly registered with NYSED.

Candidates for this degree program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the MBA program after successful completion of their first professional year in pharmacy by completing a Petition for Change of Program form, available through the Pharmacy Department. Pharmacy students who have at least 90 credit hours of undergraduate and/or graduate coursework may take up to six (6) credits of the MBA Core Courses prior to applying to this program, consistent with current graduate school policy. It is highly recommended that pharmacy students take undergraduate business courses in accounting, statistics, finance and, economics, or complete the self-study MBA Math Toolkit covering these areas.

The Doctor of Pharmacy and Master of Business Administration degrees will be granted individually as each degree program requirements are met.

At any point, should a student no longer wish to pursue the Pharm.D./MBA degree program, they will need to petition for a change of program and move to the standalone pharmacy degree program to complete the degree requirements. After a student completes the pharmacy degree, should they wish to re-enroll in the MBA program, an accelerated application will need to be completed and any new degree requirements met.

On Campus Students:

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to six (6) credit hours of MBA coursework approved to satisfy pharmacy electives. Students who take six (6) credit hours of MBA foundation coursework in satisfaction of pharmacy elective coursework will not be billed separately for those 6 credit hours, as the courses are included as part of the pharmacy program tuition. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate. Questions concerning financial aid/billing should be directed to Student Financial Services.

On line Students:

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to six (6) credit hours of MBA coursework approved to satisfy pharmacy electives. Students who take six (6) credit hours of MBA Core coursework in satisfaction of pharmacy elective coursework will be billed at the pharmacy rate, consistent with elective credits for a pharmacy course. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate. Questions concerning financial aid/billing should be directed to Student Financial Services.

Master of Business Administration (MBA) Courses

GMGT-590 Operations Management (3)

This course focuses on the problems facing managers in the areas of producing goods and services. Topics include total quality, productivity, and competitiveness; product and technology (process) design and selection; planning and controlling of production and service systems; capacity planning, facility location, and layouts; inventory and supply chain management; and project and service scheduling. Students will be introduced to the use of quantitative and qualitative techniques, such as decision-making and problem-solving tools for operations managers. The course requires an applied team project.

Attributes: TGMB
Pre-requisites: -
Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-596 Independent Study (1.5 TO 3)

Attributes: TGMB

GMGT-597 Indep Study in Gen Bus Mgt (1 TO 3)

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate -Level: Graduate

GMGT-612 Self-Managed Teams (3)

Deals with the design and functioning of teams in organizations. Team design, including analysis of technology and corresponding roles, work group structure, process, and managerial style, utilizes a socio-technical systems perspective. Attention given to processes in cross-functional teams and application of the concepts by means of a real-life project.

Attributes: TGMB

GMGT-615 Corp Governance & Deviance (3)

This course aims to pull back the covers on how decisions at the top of the organization are made, why they are made and in some instances why they are either wrong, unethical or illegal. Weekly, the Wall Street Journal or Bloomberg chronicles the noble as well as the selfish, unethical and illegal actions of companies and their executives. There is a constant power struggle between the interests of the shareholders, hedge funds, activist investors, the regulators, boards of directors and executives as to the control, direction and survival or corporations. The professor, with direct personal and research experience with these actors, will lead the students in examining the structural and behavioral aspects of the shareholder/board/executive/manager relationships in the context of cases and current events. The online sessions will be thought provoking, case based and provide a backdrop for the interactive, current affairs based dynamic in class sessions. The students can expect to gain insight into the complexities and structures of corporate decision making and how that affects a very important cultural institution – the modern American corporation.

Students who earned credit for GMGMT 671 or 672 with this title may not earn credit for this course.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-616 Executive as Leader (3)

A practical exploration of "Preparing to Be a Leader". We begin with the challenge of learning how to lead oneself-the first step in learning how to lead others, and then examine in depth how leaders actually think and perform in their role. The course also explores tools and strategies that will be useful for the executive who seeks to be effective in the role of leader with an introductory foundation on such topics as Building the High Performance Organization, The Two Page Strategic Planning Tool, Co-Active Coaching Techniques, Codes of Conduct, one-to-one's, Role Descriptions/ Performance Goals / Learning Plans, Casting, How to Frame, Board of Advisors, Metrics, The Great Game of Business-Employees as Owners and The Leader's Vision will be covered. This course will provide a launch pad for students to begin gaining a competitive advantage in their careers.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-617 Org Behavior in HR Mgmt (3)

This course introduces students to psychological and sociological issues of working in organizations i.e., what and how people think and interact with each other in organizations characterized by divergent demographics, attitudes, motivations, and stresses. The course will examine issues of communicating and working in organizational teams, managing conflict, power and politics, and managing changes in organizations in response to internal and environmental changes. The course will also focus on the key issues relate to management of a key organizational resource; i.e., talent and human resources.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-628 IT Strategy (3)

This course is designed to help students increase their knowledge about the opportunities and the pitfalls associated with IS/IT. The lectures, readings, online discussions, and case studies will introduce students to a number of key concepts and timely issues related to IS/IT applications in organizations. Specific topics to be addressed include strategic role of IS/IT and competitiveness; business process reengineering and IT; Internet and electronic commerce; data and knowledge management; legal, ethical, social, and political impact of IT; and IT security. Issues in the integration of information technology in the social climate of business organizations are addressed from domestic and international perspectives.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-638 Managerial Economics (3)

This course systematically analyzes consumer and business decision-making within the sphere of microeconomics. The methodological approach is the time-honored progression of micro-theoretical topics with case studies or other data as a means of verifying such theories. Topics include a review and rigorous extension of supply and demand analysis and the theories of consumer and firm behavior. The neoclassical viewpoint will be used as the guiding paradigm to address individual and collective behavior in the market. A number of market structures are considered as an important determinant of consumer, firm, and market behavior. Additionally, students are introduced to game theory as an effective modeling template. Two- and three-player games are developed and used to model the complex interdependent interactions between economic agents and policymakers. The essence of the course is to employ modern economic methodology as a logical way of answering the economic questions most important to consumers, firms, the market, and public policy.

Attributes: TGMB
Pre-requisites: GMGT-576 C AND GMGT-580 C
Restrictions: Including: -Major: Management Graduate

GMGT-641 Project Mgmt (3)

The course introduces modern tools and techniques for planning, scheduling, reporting, controlling and managing business related projects. The project life cycle is analyzed and concepts in project planning using Work Breakdown Structure (WBS) will be discussed, project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control and communication issues will be covered. Students will use MS Project software to plan and monitor a project.. Formerly titled: Process & Project Management

Students with credit for GMGT 683 and/or 684 may not earn credit for GMGT 641.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-642 European Bus Perspective (3)

The course will focus on the European Union, its history and financial markets including international taxation and accounting standards. At the end of the semester each student will participate in a twelve-day excursion to Europe.

Additional fees apply.

Attributes: TGMB ZEXL ZRES ZTRA
Restrictions: Including: -Major: Management Graduate

GMGT-643 Quant Mthd/Intro Analytics (3)

This course prepares students to use basic statistics and data analytics techniques to make decisions in the business environment. Students will use various statistical and other software to examine and graphically represent data. Students will use data analytics techniques to explore the underlying structures of data, and to apply those techniques to relevant business problems. Subjects taught in the course include statistics and probability, data visualization, hypothesis testing, and multiple types of regression models.

Students entering this course should have introductory knowledge of Excel and statistics. Students who do not have an undergraduate business degree should successfully complete the MBA Math Toolkit self-study program before enrolling in this course. Please contact the MBA Program Director for more information and registration details.

Attributes: NLIB TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-644 Better Thinking (3)

How many times have you heard that critical thinking is an important life skill, or professional skill? Here is a class that is entirely devoted to teach you how to think about your thinking. We explore how to be able to cut through false facts (fake news?), misleading numbers, and all the other intentional (and unintentional) methods that exist to prevent you from clearly stating a problem and arriving at a logical conclusion. You learn about many of the biases in your thinking that many of us share and how we can neutralize and overcome these biases – we are fighting thousands and even millions of years of evolution on this one. In the end, you gain an enhanced ability to effectively interact with your personal and professional environment.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-645 Negotiations&Mediation (3)

This is a course that is focused on practice. There is theory exposure in this course but the emphasis is on the preparation for, conduct of and analysis of negotiation scenarios and individual student's participation therein.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-646 Intrntl Financl Actg Rprtg (3)

The overriding purpose of this course is to examine International Financial Reporting Standards (IFRS) and the anticipated convergence of U.S. GAAP to IFRS. The course addresses current topic

areas in financial accounting and reporting including key IFRS/U.S. GAAP differences. The course includes a series of classroom debates concerning current and controversial issues in financial accounting and reporting. Major topic areas include leases, financial instruments, impairments, revenue recognition, business combinations, and the first-time adoption of IFRS.

Students with credit for GMGT 562 may not earn credit for GMGT 646.

Attributes: TGMB ZEXL ZRES
Pre-requisites: (ACCT-101 D- AND ACCT-102 D-)
Restrictions: Including: -Major: Management Graduate

GMGT-647 Advanced Topics in Fed Tax (3)

This course addresses advanced topics in individual, corporate, and partnership taxation. Specific topics covered include taxation of property transactions, including capital gains and losses, Section 1231 gains and losses, and Section 1031 exchanges; taxation of corporations and the tax implications of corporate distributions and corporate organization; and an examination of partnership taxation, including the tax implications of contributions to a partnership and distributions by a partnership. Students will learn these topics through study of the Internal Revenue Code and through examination of the relevant tax reporting forms issued by the Internal Revenue Service.

NOTE: Completion of ACCT 311 Introduction to Federal Taxation or equivalent with a grade of C or higher is required prior to registration.

Attributes: TGMB
Restrictions: Including: -Level: Graduate

GMGT-648 Acct & Bus Analytics (3)

This is an applied course, that focuses on exposing students to the use of various business analytics tools and techniques through the completion of several hands-on exercises and cases. Students will use various tools and techniques to transform data for analysis. They will analyze data by identifying patterns using visualization and other techniques. Students will also learn how to apply their understanding of business to leverage analysis to make strategic and operational improvement recommendations, including learning a structured method to effectively communicate findings.

Formerly titled: Accounting Information Systems

Attributes: TGMB
Restrictions: Including: -Level: Graduate

GMGT-649 Commercial Law & Resp (3)

This course examines specific areas of law as they relate to business. Topics include negotiable instruments; the banking system; secured transactions, debt collection; bankruptcy; corporate acquisitions and takeovers; corporate dissolution; investor protection; antitrust law, real property; personal property (including bailments); sales and lease contracts; ethics; and professional liability. These topics will be examined through study of relevant statutes, case law, and legal filings with government bodies such as the U.S. Federal Court and the New York Secretary of State, as well as a survey of recent current events. In addition to a midterm and final examination, students will be expected to research a particular area of interest covered in the course and write a research paper. Students with credit for GMGT 559 may not earn credit for GMGT 649.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-651 Nonprofit Management (3)

The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus on providing excellent service efficiently while maintaining accountability. Topics to be covered include: an overview of the nonprofit sector from a historical context, government interaction, opportunities for growth (social entrepreneurship), the new nonprofit leader (volunteer and staff), surviving in a stagnant economy, and other recent trends. This course is aimed at students who are interested in employment in nonprofit organizations as well as students who are serving on, or interested in serving on, nonprofit governance boards.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-671 Special Topics I (3)

This course is used as a vehicle to cover graduate special topics in management that would not normally be offered on a regular basis.

Summer 202406: GMGT 671 01 Topic: Advanced Sales/Strategy

"What does it take to be a highly successful professional sales or service person, today?" This course has been designed to help answer that question. Case studies, projects, speakers and interactive discussion will facilitate activities to help students develop successful sales techniques and consultative selling strategies. Students will develop competency in advanced selling approaches, conversations and presentations using topics such as buyer-seller negotiations, win-win solutions, closing the sale and how to lead and motivate sales people.

Attributes: TGMB
Restrictions: Including: -Level: Graduate

GMGT-672 Special Topics II (3)

Special Topics courses are used as vehicles to cover graduate special topics in management that would not normally be offered on a regular basis.

GMGT 672 Section 01 TBD

TBD

Attributes: TGMB ZEXL
Restrictions: Including: -Level: Graduate

GMGT-673 Valuation (3)

The course is an in-depth study of the valuation of privately-held business. Students learn the four elements of a valuation report, study macro- and micro-economic factors that affect valuation, perform detailed financial statement analysis using liquidity, leverage and profitability ratios and other accounting data and perform valuations using a variety of income, market and asset-based techniques. Students employ undergraduate business concepts such as cost of capital, discounted cash flow and SWOT analysis.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-674 Forensic Accounting (3)

This course utilizes case studies of historic audit failures and major frauds to help students identify warning signals of fraudulent financial reporting and fund misappropriations. Students gain a general knowledge of forensic accounting and fraud auditing concepts, and how those concepts apply to various types of engagements encountered in the forensic accounting field. A study of internal controls used to prevent occurrences of fraud are introduced, along with IDEA, a software program commonly used in the profession.

Formerly offered as GMGT 672 Special Topics II: Forensic Accounting. Students may not receive credit for GMGT 674 Forensic Accounting if they have successfully completed GMGT 672 Forensic Accounting.

Attributes: TGMB
Restrictions: Including: -Level: Graduate

GMGT-680 Marketing Concept&Strategy (3)

There are many indications that marketing thought and practice have now moved into a new era. The fundamental premise underlying current marketing strategy is that customers are the starting point in successful business strategy formulation. In this course, we discuss how companies become market driven and display proficiency in skills related to the formulation of marketing strategies that are customer-focused and competitive. In this course, students will have an opportunity to develop these skills by applying marketing strategy concepts and methods in case studies, simulations, experiential exercises, and a comprehensive term project.

Attributes: TGMB ZCIV
Restrictions: Including: -Major: Management Graduate, Management -Level: Graduate

GMGT-681 Capstone:Bus Strtgy&Policy (3)

This course is a field experience where students demonstrate competencies required by the business world. Every semester, a set of managerial problems from local enterprises is gathered by the course supervisor. Each problem is formulated similar to a consulting project and then solved by student teams for the client. The experience is designed to accommodate the specific aspects of each project. With its encompassing nature, this is a capstone course that entails crafting a well-conceived diagnostic and solutions to real-life problems.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-682 Financial Management (3)

This course provides students with an opportunity to develop an understanding of financial and accounting issues that confront managers. Topics to be addressed include accounting and financial reporting (Sarbanes-Oxley); financial analysis; financial modeling and valuation; global financial and accounting systems and risk management; and mergers and acquisitions. Accounting standards and financial theories relating to these topics are reviewed, discussed, and analyzed. The case method will be implemented throughout this course. While the basic skills and tools of financial and accounting

management are relied upon, the real cases offer anexposure to advanced and complex problems that challenge managers in the corporate world.

Students who have not taken, or successfully completed, undergraduate coursework in foundational business subjects (Excel, Accounting, Finance, Statistics and Economics) should successfully complete the self-study MBA Math Toolkit before enrolling in this course. All students entering this course are expected to have knowledge in accounting equivalent to the two foundational accounting courses (financial and managerial accounting), basic proficiency in Excel and an understanding of basic statistics as covered in the MBA Math Toolkit. For more information and registration details on the MBA Math Toolkit, please contact your advisor or the MBA Program Director.

Formerly titled: Financial Management II and before that Integ Adv Fin & Acct Anlys

Attributes: TGMB
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GMGT-682 Financial Management II (3)

This course provides students with an opportunity to develop an understanding of financial and accounting issues that confront managers. Topics to be addressed include accounting and financial reporting (Sarbanes-Oxley); financial analysis; financial modeling and valuation; global financial and accounting systems and risk management; and mergers and acquisitions. Accounting standards and financial theories relating to these topics are reviewed, discussed, and analyzed. The case method will be implemented throughout this course. While the basic skills and tools of financial and accounting management are relied upon, the real cases offer anexposure to advanced and complex problems that challenge managers in the corporate world.

Students who have not taken, or successfully completed, undergraduate coursework in foundational business subjects (Excel, Accounting, Finance, Statistics and Economics) should successfully complete the self-study MBA Math Toolkit before enrolling in this course. All students entering this course are expected to have knowledge in accounting equivalent to the two foundational accounting courses (financial and managerial accounting), basic proficiency in Excel and an understanding of basic statistics as covered in the MBA Math Toolkit. For more information and registration details on the MBA Math Toolkit, please contact your advisor or the MBA Program Director.

Formerly titled: Financial Management II and before that Integ Adv Fin & Acct Anlys

Attributes: TGMB
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GMGT-685 Leadership Development (3)

The course takes a hands-on approach to areas of leadership functioning such as developing emotionally intelligent behaviors and relationships; team building and team learning; overcoming resistance to change; reframing leadership dilemmas; ethical decision-making; and practicing transactional and transformational leadership. Students have the opportunity to test and assess their capabilities in a safe and supportive learning environment. In addition, there is a workplace experiential learning component enabling students to evaluate their leadership practice in an authentic setting.

Attributes: TGMB
Restrictions: Including: -Major: Management Graduate

GMGT-695 Accounting Theory/Research (3)

The course addresses the accounting concepts and principles that underlie current U.S. financial accounting and reporting requirements, as well as accountants' ethical and professional responsibilities needed to ensure that accounting reports are accurate and complete. Case analysis and class discussion are the primary pedagogies of instruction. The course addresses advanced topics in financial reporting and accounting and focuses onboth controversial and complex corporate reporting issues. Although some emphasis will be placed on the analysis, interpretation, and use of accounting data, the accountant's reporting function to external users (investors and creditors) will be prioritized. This course is the capstone
course in the MBA Accounting Concentration and includes a significant culminating experience. This experience requires students to consider an important current accounting issue that has both theory and practice dimensions. Students will work in teams, make a group presentation, and turn in a research report.

NOTE: Completion of ACCT 304 Advanced Financial Accounting or equivalent with a grade of C or higher is required prior to registration.

Attributes: TGMB ZEXL
Restrictions: Including: -Level: Graduate

GMGT-697 Tax Challenge (3)

Each fall a team of accounting students is chosen to represent the college at the Tax Challenge. Team members meet during the months of August, September, and October, and November to prepare for the competition, which is usually held on a weekend in the beginning of November. This course may be used to satisfy the accounting elective in the MBA accounting concentration. Permission of the instructor is required to register.

Attributes: TGMB

Doctorate in Education: Executive Leadership (Ed.D.)

Overview

Dr. Shannon Cleverley-Thompson, *Chair*

The Education Doctorate (Ed.D.) in Executive Leadership at St. John Fisher University is administered by the Ralph C. Wilson, Jr. School of Education. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge required in today's increasingly complex, diverse, and information-driven organizations. This unique and rigorous education program in executive leadership was developed to provide an attractive and viable alternative to "traditional" doctoral programs in leadership. As an alternative doctoral model, the program is designed to do the following:

Provide executives and senior managers with an advanced curriculum that focuses on relevant and current topics and issues in executive leadership
Focus on the core leadership competencies, dispositions, and applied research that executives and senior managers need to be effective in various organizational settings
Provide opportunities for candidates to focus their dissertation on actual problems in their organization, making the dissertation relevant and practical, and thereby encouraging organizational support
Provide candidates with access to a network of successful executives and organizations to support their intellectual, professional, and career development

Locations

The Ed.D. is offered at the following locations:

> St. John Fisher University in Rochester, NY
> Iona University in New Rochelle, NY (extension site)

All Ed.D. candidates at extension sites are required to take one course on the St. John Fisher University campus.

Program Requirements

Ed.D. in Executive Leadership

All candidates must complete the following courses and maintain a minimum cumulative GPA of 3.0 or better each semester.

Requirements

The number of credits for each course is designated in parentheses after the course title.

Total: 60 credits

Core Curriculum Requirements - *60 credits*

> DEXL 701 - Introduction to Doctoral Studies in Executive Leadership(3)
> DEXL 702 - Theory & Practice of Executive Leadership (3)
> DEXL 704 - Leadership and Cultural Change (3)
> DEXL 705 - Field Experience I (3)
> DEXL 706 - Applied and Action Research (3)
> DEXL 708 - Field Experience II (3)
> DEXL 709 - Public and Human Relations (3)
> DEXL 710 - Program Evaluation, and Assessment (3)
> DEXL 711 - Field Experience III (3)
> DEXL 712 - Public Policy, Law, and Ethics (3)
> DEXL 713 - Executive Leadership, Finance, and Governance (3)
> DEXL 714 - Field Experience IV (3)
> DEXL 716 - Human Resource Development and Continuous Improvement (3)
> DEXL 717 - Guided Dissertation Seminar I (3)
> DEXL 718 - Leadership and Diversity (3)
> DEXL 719 - Guided Dissertation Seminar II (3)
> DEXL 720 - Guided Dissertation Seminar III (3)
> DEXL 726 - Quantitative Research Methods & Design (3)
> DEXL 727- Qualitative Research Methods & Design (3)
> DEXL 728 - Current Trends in Executive Leadership Practice & Research (3)

Optional Courses - 6 *credits*

> DEXL 721 - Dissertation Guided Dissertation Seminar IV (3)**
> DEXL 722 - Dissertation Guided Dissertation Seminar V (3)**

DEXL 725 - Dissertation Continuation (0)*
**Requires permission of the dissertation chair and department chair to register.*

Note: *Candidates in the Ed.D. in Executive Leadership program must finish the degree within six years of completion of the first course in the program. The time limit is inclusive of any leaves of absence taken by a candidate.*

Notes on the Ed.D. Program

To qualify for the Ed.D. program, candidates are required to do the following:

Complete a minimum of 90 credit hours. Up to 30 credit hours from an approved graduate degree program may be considered for transfer.
Complete the program's core requirements, comprised of a minimum of 60 credit hours that include research methodologies and the dissertation.
Pass a comprehensive exam, and write and successfully defend a doctoral dissertation proposal and doctoral dissertation.
Satisfy the residency requirement by completing at least 9 credits of core courses each semester for two consecutive semesters.

Core Curriculum Requirements

All candidates are required to do the following:

Complete the program's core curriculum, which includes 20 courses totaling 60 credits.
Register for 9 credits each semester and be continuously enrolled to meet the core requirements, with the exception of the first summer, which requires candidates to register for 6 credits.
Maintain a minimum cumulative grade point average of 3.00 or higher each semester to continue in the program.

Additional Transfer Credit

Credits toward the Ed.D. in Executive Leadership Program for courses taken at other institutions may be awarded if the course is appropriate to the program, meets the University grade requirement, and is offered by a regionally accredited school. No work done as an undergraduate, whether at this institution or at any other, will be counted toward the Ed.D.
Thirty credits from an approved master's program are required for admission to the Ed.D Program, so courses considered for transfer must be additional courses taken towards a second master's degree or doctorate.

School District Leader Advanced Certificate

The School District Leader (SDL) Advanced Certificate program serves as an additional component of the Ed.D. program. The SDL Advanced Certificate program is for qualified individuals interested in leadership opportunities such as superintendent, associate superintendent, or other district-level administrative positions.

Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements and Ed.D. admission requirements, individuals applying for admission to the SDL program must meet and provide verification of the following prerequisites:

> Possession of a permanent or professional certificate in classroom teaching or pupil personnel services, or demonstrate the potential for instructional leadership based on prior experiences.
> Three or more years of teaching, pupil personnel services, and/or school leadership experience.
> Completion of the Child Abuse Identification and School Violence Prevention and Intervention workshops (if applicable).
> Completion of the Dignity for All Students (DASA) training. The training can be completed during the program and must be completed prior to graduation.

In accordance with New York State Education Department requirements, candidates in the SDL program will be required to take and pass the New York State SDL Licensure Exam and successfully complete a minimum of 60 credits of graduate study, which includes 30 transfer credits from an approved master's degree program and 30 hours of additional coursework provided by this program.

Program Courses

The SDL Advanced Certificate component is integrated within 13 existing courses in the Ed.D. program, and one 3-credit, district-level internship (DEXL 723). The courses were specifically chosen to provide a sequence that addresses the district-level knowledge, skills, and experiences that will prepare those holding building-level certification to apply their knowledge and skills to the district level.

Doctorate in Education: Executive Leadership (Ed.D.) Courses

DEXL-701 Doctoral Studies Seminar (3)

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

Restrictions: Including: -Major: Executive Leadership

DEXL-701 Intro Doc Stud Exec Lead (3)

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

Restrictions: Including: -Major: Executive Leadership

DEXL-701 Intro Doc Stud Exec Lead (3)

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

Restrictions: Including: -Major: Executive Leadership

DEXL-702 Theory&Practice Exec Lead (3)

This course examines leadership theory in both historical and philosophical contexts. Candidates will explore major social, political, and cultural influences on the development of leadership theory and the impact of those influences on the practice of leadership. Candidates will analyze the various leadership theories in relation to their applicability to emerging needs of organizations in the 21st century. Candidates will identify a current issue/problem in an organization and construct a personal leadership theory and vision designed to advance a learning and service-centered organizational model.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on contemporary issues related to leadership in P-12 district-level settings, specifically district level curriculum and instructional leadership to support improvement in school and student performance.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-702 Contemp Issues Exec Leader (3)

This course examines leadership theory in both historical and philosophical contexts. Candidates will explore major social, political, and cultural influences on the development of leadership theory and the impact of those influences on the practice of leadership. Candidates will analyze the various leadership theories in relation to their applicability to emerging needs of organizations in the 21st century. Candidates will identify a current issue/problem in an organization and construct a personal leadership theory and vision designed to advance a learning and service-centered organizational model.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on contemporary issues related to leadership in P-12 district-level settings, specifically district level curriculum and instructional leadership to support improvement in school and student performance.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-703 Research Methods & Design (3)

This course is designed to provide candidates with an understanding of relevant research approaches in education, health, business, and other human service practices to inform decision-making and support organizational change. The course will provide an overview of research paradigms, the identification of researchable problems, and broadly survey research methods, including qualitative, quantitative, and mixed methods approaches to research. In doing so, the course will explore issues around research ethics and consider the importance of ethics. Additionally, the course will explore

how research literatures function as distinct genres with explicit and implicit codes of understanding. Candidates will share their developing understanding of research through oral presentations and literature reviews.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-704 Leadership&Cultural Change (3)

Candidates will examine firsthand the strategies used by successful executive leaders in various organizational settings to effect organizational and cultural change. Candidates will review the strategies in the context of applicable research, methodologies, best practice, and real-world cases. Candidates will focus on the skills, knowledge, and dispositions required to build organizational leadership, capacity, coherence, and intelligence essential to the growth and long-term success of human systems.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to leadership and cultural change in P-12 district-level settings, specifically curriculum and instructional leadership for change.

Restrictions: Including: -Major: Executive Leadership

DEXL-705 Field Experience I (3)

This course is Part 1 of the Comprehensive Exam, the Specialty Field Examination. It is a take-home examination requiring candidates to demonstrate scholarly knowledge of their proposed specialty areas in the leadership field. The examination requires candidates to provide a written summary of their review of the literature covering the leadership scholarship relevant to their dissertation topic. The summary should reflect support for and validation of the proposed leadership research topic; analysis and synthesis of past and current research; and logical connections between the scholarly research, research questions, and problem statement. The references page should contain a wide range of citations from a variety of scholarly sources. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-706 Applied & Action Research (3)

This course explores action research and the associated theories, methodologies, and practices that have been used by successful transformational leaders to achieve organizational change. Candidates will examine the basic tenets of action research, including action research and organizational improvement models; the components of a literature review; strategies for organizational data collection, analysis, and interpretation. The course will also describe skills pertinent to identifying organizational problems and strategies for improvement through systematic inquiry and reflection. The course also explores the identification and application of a theory in relation to each candidate's research problem.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related applying data to decision-making processes at the P-12 district-level, including but not withstanding organizational improvement models, and strategies for district-level improvement.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-707 Qualit & Quant Methods (3)

This course provides an overview of qualitative and quantitative research methods including their history, traditions, conceptual frameworks, and justifications. Candidates will examine the two approaches to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and reporting of qualitative and quantitative data. Candidates also will focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and the substantiating of evidence within the context of research and organizational outcomes. The course project will be aligned with the requirements for Part I of the Comprehensive Exam.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-708 Field Experience II (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that engages candidates in a practicum, in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-1eveI supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-709 Public & Human Relations (3)

This course examines public and human relations in the context of various private and non-profit organizations using a case study method. The course will have a particular focus on the relationship between community organizations serving children and families. Candidates will examine the potential use of public and human relation strategies to improve connections between education and healthcare, social services, business, and other public and human service sectors. The course will also expose candidates to effective leadership strategies and best practices designed to improve organizational performance. Topics will include internal and external communications; partnerships with diverse organizations and audiences; strategic planning and marketing communications; crisis communication and management; media and public relations; public imaging; creative leadership; and public relations research and evaluation.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on communication strategies for school boards, parents, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds. Candidates will be required to conduct a case study analysis on a public relations case related to public relations, communication, and relationship building in a P-12 school district environment.

DEXL-710 Program Eval & Assessment (3)

This course introduces candidates to the field of program evaluation. Candidates will review evaluation approaches; examine political and interpersonal relationships with key stakeholders; study methods of data collection and analysis; and review strategies for reporting results. The course also explores the nature of the relationship between an organization's vision, mission, and goals; strategic planning process; and specific program outcome measures.

Through the course, candidates will develop a methods chapter for the dissertation, meeting the requirements for: a) the dissertation milestone and b) the requirements of Part II of the Comprehensive Exam: Research Design and Methodology.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on the evaluation of district-level initiatives related to curriculum, instruction, assessment, and/or organizational improvement approaches at the P-12 district-level.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-710 Assess, Eval & Org Improve (3)

This course introduces candidates to the field of program evaluation. Candidates will review evaluation approaches; examine political and interpersonal relationships with key stakeholders; study methods of data collection and analysis; and review strategies for reporting results. The course also explores the nature of the relationship between an organization's vision, mission, and goals; strategic planning process; and specific program outcome measures.

Through the course, candidates will develop a methods chapter for the dissertation, meeting the requirements for: a) the dissertation milestone and b) the requirements of Part II of the Comprehensive Exam: Research Design and Methodology.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on the evaluation of district-level initiatives related to curriculum, instruction, assessment, and/or organizational improvement approaches at the P-12 district-level.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-711 Field Experience III (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that engages candidates in a practicum, in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced

Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-712 Public Policy, Law &Ethics (3)

This course is designed to provide candidates with an understanding of the principles and the interconnectedness of policy, law, and ethics and their implications for executive leadership. Policy development and implementation, federal and state laws, and issues of ethics will be addressed in a broad spectrum of leadership styles and organizational settings. The course will provide executive leaders with the requisite knowledge, skills, and dispositions to remain current with issues of policy, law, and ethics while equipping them with the knowledge to positively impact the lives of the personnel and organizations within their spheres of influence.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to public policy; interactions with local, state, and federal representatives; applying statutes, law and ethical behaviors at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-713 Exec Leadshp, Finance&Govn (3)

This course is a critical examination of the relationship between leadership effectiveness, finance and governance, the differences and similarities in the educational system, and the financial and governing structures in public, private, and not-for-profit organizations. These systems will also be explored in the context of revenue generation and distribution; funding formulas and local, state and federal requirements; equity, evaluation, and reform; strategic planning and decision-making; analysis and allocation of resources; and compliance and accountability. The course will combine the study of theory and practice by exploring the major components of organizational resource development and governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. Through the use of special guest lecturers, case studies, current events and simulations, candidates will examine the external and internal constraints, and opportunities of shared governance from conceptual, practical, political, financial, ethical, and policy perspectives. Previously named Shared Governance.

**Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership, finance and governance within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-713 Shared Governance (3)

This course is a critical examination of the relationship between leadership effectiveness, finance and governance, the differences and similarities in the educational system, and the financial and governing structures in public, private, and not-for-profit organizations. These systems will also be explored in the context of revenue generation and distribution; funding formulas and local, state and federal requirements; equity, evaluation, and reform; strategic planning and decision-making; analysis and allocation of resources; and compliance and accountability. The course will combine the study of theory and practice by exploring the major components of organizational resource development and governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. Through the use of special guest lecturers,

case studies, current events and simulations, candidates will examine the external and internal constraints, and opportunities of shared governance from conceptual, practical, political, financial, ethical, and policy perspectives. Previously named Shared Governance.

**Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership, finance and governance within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-714 Field Experience IV (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that engages candidates in a practicum, in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-715 Finance & Resource Dev (3)

This course examines the organizational value systems underlying finance and resource development in education, health, nonprofit, and business organizations. These systems will be explored in the context of revenue sources, generation, and distribution; funding formulas and local, state, and federal requirements; equity, evaluation, and reform; strategic planning and decision-making; analysis and allocation of resources; and compliance and accountability. Through interactive instruction, special guest lecturers, case studies, simulations, and field experiences, candidates will analyze complex financial and social issues confronting leaders in an era of limited resources and develop solution sets and action strategies based on best practices.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to finance and resource development at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-716 HR Dev&Cont Improvement (3)

This course examines key theories, systems, contemporary issues and innovative practices in human resource development and performance. The course will explore these various elements through a human capital strategy that focuses on leadership, organizational culture and continuous organizational improvement. Candidates will identify and analyze complex problems and issues in various organizational settings, and the implications for continuous improvement within a human

capital framework. Candidates also will apply various aspects of human resource development and human capital strategies within the context of applicable research, methodologies, best practice, and real-world cases.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to human resource development and continuous improvement at the P-12 district-level. Candidates will also complete or show evidence of completing the Child Abuse Prevention Workshop and the School Violence Intervention and Prevention Workshop upon completion of the course.

Restrictions: Including: -Major: Executive Leadership

DEXL-717 Guided Dissertation Sem I (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-718 Leadership & Diversity (3)

This course examines the role that leadership plays in addressing issues of diversity and equity in various organizational settings. Candidates will analyze various theoretical frameworks to determine how demographic variables and historical, social, cultural, economic, legal, and political constructs influence organizational behavior, decisions, and outcomes. Candidates also will examine contemporary issues and various aspects of human diversity and multiple oppressions (race/ethnic, class, ability, and gender), as well as organizational concerns and practices that can positively or negatively impact the recruitment, retention, and success of diverse workforce and learners.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to self-improvement and continuous learning involving diversity of parents, students, staff, and community leaders at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-719 Guided Dissertation Sem II (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-720 GuidedDissertation Sem III (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Candidates who do not successfully defend dissertations by the end of DEXL 720 will receive an IP grade and must register for DEXL 721/722 with the permission of the Program Director.

Graded S/U.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-721 Guided Dissertation Sem IV (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by their dissertation committee to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on progress and completion of the program's dissertation requirements. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the course. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-722 Guided Dissertation Sem V (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by their dissertation committee to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on progress and completion of the program's dissertation requirements. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the course. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Attributes: ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-723 District Level Internship (3)

This course is designed to support candidates seeking SDL Advanced Certification. Candidates shall participate in a full-time 15 week district-level leadership internship experience under the supervision of an executive mentor who has at least 3 years of district level experience and holds a New York School District Leader Certificate. The supervised internship must be approved and evaluated by a full-time St. John Fisher University faculty member who holds a New York School District Leader Certificate. The overall internship experience will represent a synthesis of key content and high impact field based experiences that result in the candidates' demonstration of the professional knowledge, skills, and dispositions of a school leader, and, most importantly, expanding candidates' capacity to improve school performance and student achievement within a district level environment. Graded S/U.

Attributes: ZCLX
Pre-requisites: DEXL-714 S
Restrictions: Including: -Major: Executive Leadership

DEXL-725 Dissertation Continuation (0)

Executive Leadership candidates in need of an additional semester in which to complete the dissertation may register for this course with the approval of the dissertation chair and Program Director. Candidates who register for this course have received an IP grade in DEXL 720 and Unsatisfactory grades in DEXL 721 and DEXL 722. They must be working closely with their dissertation committee and submit a plan for completion of the dissertation in order to register for this continuation course. Data collection, analysis, or dissertation writing may be done during this continuation time.

If the dissertation is approved by the dissertation committee at the end of this course, DEXL 720 and 725 will be graded S.

If the dissertation is NOT accepted by the committee at the end of this course, the grade of IP in DEXL 720 will continue and the candidate MUST register for DEXL 725 again. Candidates retaking DEXL 725 will receive a U until the dissertation is successfully defended. Candidates may take DEXL 725 a maximum of three (3) times.

Attributes: ZRES

DEXL-726 Quan Research Meth&Design (3)

This course is designed to prepare doctoral candidates to apply statistical methods to problems in leadership. Candidates will learn the fundamental concepts, designs, principles, and statistical skills necessary to perform an empirical study. This will include a basic knowledge of the nature of quantitative methods including regression, experimental designs, and meta-analysis. Upon conclusion of the course, candidates will be able to differentiate between a variety of models and statistical methods appropriate to doctoral research.

Students may not register for or receive credit for DEXL 726 & DEXL 727 if they have successfully completed DEXL 703 & 707.

Attributes: TGXL ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-727 Qual Research Meth&Design (3)

This course provides an introduction to qualitative inquiry and research design specifically for doctoral candidates writing a dissertation. The course will explore the philosophical foundations and

history of qualitative inquiry, concentrating on five qualitative inquiry approaches. Candidates will compare theories and methodologies for answering various research questions. The course will provide strategies for writing qualitative studies, recommended practices for the collection and analysis of data, and the standards for developing quality studies.

Students may not register for or receive credit for DEXL 726 & DEXL 727 if they have successfully completed DEXL 703 & 707.

Attributes: TGXL ZRES
Restrictions: Including: -Major: Executive Leadership

DEXL-728 Current Trends Exec Lead (3)

This course provides executive leaders with an overview of current leadership challenges. The course focus is on connecting leadership with management practices to better utilize financial and human resources to reach ethical, positive results. The particular emphasis of the course may change as the demands on leaders change, but the course emphasizes staying current with leadership trends and understanding leadership issues from a variety of frameworks and perspectives.

**Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership, finance, and resource development within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Attributes: TGXL
Restrictions: Including: -Major: Executive Leadership

Master of Science in Education: Educational Leadership (M.S.Ed.)

Overview

Dr. Diane Reed, *Chair*

M.S.Ed.: School Building Leadership (SBL)
M.S.Ed.: School Building Leader (SBL) and School District Leader (SDL)

The educational leadership programs are designed for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building, or school building and school district level. They are also designed to provide high-quality and innovative standards-based educational experiences for ethical future educational leaders.

The programs are hybrid. All courses are in hybrid format and use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all students. The case studies and field experiences both teach and measure candidate competence against national and state standards.

Program Requirements

M.S. in Education: School Building Leader

Upon successful completion of the School Building Leader program, the candidate will receive a Master of Science in Education degree with a major in educational leadership and will be eligible for New York State certification as a School Building Leader.

Requirements

The number of credits for each course is designated in parentheses after the course title.

GEDA 560 - Achieving Standards of Excellence (3)
GEDA 561 - Leadership by Collaboration (3)
GEDA 562 - Internship I (2)
GEDA 563 - Planning for School & District Assessment and Improvement (3)
GEDA 564 - Improving Instruction and Learning (3)
GEDA 565 - Internship II (2)
GEDA 566 - Developing Effective Partnerships (3)
GEDA 567 - Effective Communication (3)
GEDA 568 - Internship III (2)
GEDA 569 - Accountability, Assessment, and Performance (3)
GEDA 570 - Producing and Sustaining School Improvement (3)
GEDA 571 - Internship IV (2)

Total: 32 credits

Required School Leadership Assessments

Candidates are required to achieve satisfactory scores on the School Building Leadership assessment and the Educating All Students assessment for certification. Proof of completion of the New York State Dignity for All Students Act (DASA) Training Workshop is also required for certification.

M.S. in Education: School Building Leader and School District Leader

Upon successful completion of the School Building Leader and School District Leader program, the candidate will receive a Master of Science in Education degree with a specialty in educational leadership. Candidates will be eligible for New York State certification as a School Building Leader and as a School District Leader.

Requirements

The number of credits is indicated in parentheses at the end of each course title.

GEDA 560 - Achieving Standards of Excellence (3)
GEDA 561 - Leadership by Collaboration (3)
GEDA 562 - Internship I (2)
GEDA 563 - Planning for School & District Assessment and Improvement (3)
GEDA 564 - Improving Instruction and Learning (3)
GEDA 565 - Internship II (2)
GEDA 566 - Developing Effective Partnerships (3)
GEDA 567 - Effective Communication (3)
GEDA 568 - Internship III (2)
GEDA 569 - Accountability, Assessment, and Performance (3)

GEDA 570 - Producing and Sustaining School Improvement (3)
GEDA 571 - Internship IV (2)

Total: 32 credits

Required School Leadership Assessments

Candidates are required to achieve satisfactory scores on the School Building Leader and School District Leader assessment and the Educating All Students assessment for certification. Proof of completion of the New York State Dignity for All Students Act (DASA) Training Workshop is also required for certification.

Program Modules

Both educational leadership programs have four interrelated modules comprised of three courses each.

Module I: Developing Effective Leadership

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to provide candidates with an understanding of the major influences affecting American education and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide students with a theoretical context and understanding of the various components of effective leadership.

Module II: Planning and Implementing School Improvement Strategies

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high- and low-performing schools in diverse settings and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

Module III: Effective Public Communication

The studies in this module will teach candidates how to effectively engage the public in the school enterprise at all levels. The courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. The courses will also discuss strategies for communicating effectively with groups from diverse backgrounds. The goal is to make each candidate an effective communicator.

Module IV: Continuous School Improvement

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. The courses offered in this module will focus on systems that provide: frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives; professional development initiatives; programs and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices, and results. The courses also will include the

examination and applications of model technology systems that collect, analyze, and use data to inform decision making and improve results.

Capstone Project

The capstone project is an integral part of the program. The purpose of the capstone project is to provide candidates with an opportunity to demonstrate the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. The project should reflect the standards of the candidate's program of study, and demonstrate that the candidate has a clear understanding of the School of Education's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. The project requires candidates to complete a portfolio of their best work and make an oral presentation using various technologies on a topic that focuses on the state and national standards for effective school/district leadership, including but not limited to: effective leadership behavior; school/district assessment; curriculum and instruction; diversity; improving student achievement; oral and written communication; parent and community participation; and staff evaluation and professional development.

A review panel comprised of the educational leadership faculty and successful practitioners will evaluate the capstone project. The role of the review panel is to assess the extent to which each candidate demonstrates the essential skills, knowledge, and values of effective leadership based on New York state and national standards. The review categories include: technical aspects; instructional/programmatic factors; interpersonal/human relations; conceptual issues; values; and leadership. Course professors will provide written feedback to each candidate on his or her strengths and areas needing improvement. Successful completion of the project is a program requirement.

Master of Science in Education: Educational Leadership (M.S.Ed.) Courses

GEDA-510 Intro to Educational Admin (3)

This unique course is a part of the Wayne Finger Lakes Leadership Institute and is taught in partnership with the Wayne Finger Lakes BOCES, St. John Fisher University, SUNY Brockport, SUNY Oswego, and the University of Rochester.
It is the introduction to the theory and practice of school administration and uses a curriculum developed jointly by all participating partners. The course is rotated between the participating institutions and is considered the equivalent of the intro course for all of the participating Colleges and Universities.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-560 Achieve Standards Excel (3)

This course will focus on setting the stage for a successful career in school/district leadership by: (a) providing a historical and contemporary context on the philosophical, ethical, social, and economic influences affecting education; (b) examining the core values and characteristics of effective leadership; (c) connecting leadership research with best practices; and (d) developing high standards and expectations; (e) a positive culture that supports success for all learners in diverse school settings; (f) issues in school and district-wide instructional improvement; (g) strategies for using categorical and local funds included in building-level and district budgets to support instructional initiatives; (h) the ongoing responsibility to use the funds designated for special needs students in accordance with the authorizing legislation (free appropriate public education in the least restrictive environment); (i)

successful student engagement; (j) school and district responsibilities and obligations in regard to federal and state standards and regulations. Candidates study how mission and vision contribute to effective leadership practices that supports students' success and continuous school improvement. Issues of instructional improvement, and successful student engagement will be examined and addressed. The course will also examine and apply various uses of technology to enhance teaching and learning and improve school operations. Professional dispositions are reviewed by each candidate to determine which ones are in need of work and a personal plan for self-improvement and continuous learning is developed and reviewed throughout the15-month program.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-561 Leadership Collaboration (3)

School success is most likely to occur when there is a commitment by all stakeholders to foster a professional community of standards of excellence and the focus is on success for all students. This course will focus on the application of motivational theory in building shared commitment and ownership to achieve the school's and district's vision and enhance learning for all students. This course provides candidates with a theoretical understanding of educational politics, governance, financing, and regulation with internal and external constituencies. Candidates will acquire the knowledge, skills, and dispositions needed to serve as the chief executive officer of a school district and instructional leader of a school. The use of various information technologies to support collaboration will also be explored.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-562 Internship I (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module I.
Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-563 Plan School/Distrct Assess (3)

Effective school-based planning and assessment serve as the foundation in building a system of school/district improvement. This course will focus on how to maximize diversity in creating effective planning groups, successful long-range school planning, and assessment and improvement techniques that support positive school and district improvement, enhance teaching and learning for all students, and improve student and staff results. This course provides an opportunity to analyze the district requirement for the evaluation and instructional support for all students in their district including students home-schooled or in a private school setting. Candidates will develop strategies for engaging a range of community groups at the building and district levels, in planning, implementing and assessing a budget that uses federal, state, local and donated funds to enhance

teaching and learning for all students. The course will also review culturally responsive practices that strive for equity in educational opportunity promoting each student's academic success and well-being.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-564 Improving Instructn & Lrng (3)

This course will focus on how to develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote academic success and well-being of all students. Topics will include: (1) strategies for aligning curriculum, instruction and assessments with federal, state, and local learning standards; (2) collaborative strategies for developing with others the curriculum, instruction, and assessment appropriate for varied teaching and learning styles and specific student needs; (3) ensuring that students with disabilities are provided with the appropriate services in the least restrictive environment; (4) dynamics of change and school reform; and (5) using technology as a means of improving teaching, learning, and assessment for all students. The coursework or training will also include studying the warning signs within developmental and social contexts that relate to violence and other troubling behavior in children; effective classroom management techniques and other academic supports that promote problem-solving skill development within their regular curriculum.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-565 Internship II (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module II.
Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-566 Dev Effective Partnerships (3)

This course develops the professional capacity, cultural competence, and practice of school personnel and community members to promote the love of learning, academic success, and well-being of all students. Partnerships are at the heart of effective schools. Parents, community-based and philanthropic organizations, colleges, businesses, the media, human service providers, and others need to be actively and positively engaged as partners in the school improvement process. Many of the problems faced by schools and districts come from the lack of consensus on and understanding of the school or district's mission, goals, and guiding principles. These problems are compounded by misunderstandings about the school or district and their function and purposes. This course is designed to provide candidates with the skills needed to improve school effectiveness through meaningful school and parent partnerships, communication through local media, and effective relationships with local service agencies, businesses, and community-based organizations. Embedded

in the strategies for developing and sustaining partnerships are discussions of the responsibility for appropriate accounting for grant, school activity and fundraising funds. Candidates will consider how to use technology to develop, implement, and sustain partnerships.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-567 Effective Communication (3)

This course cultivates an inclusive, caring, and supportive entire community that promotes the academic success and well-being of all students. The focus is on effective marketing and public relation strategies, the impact of internal and external political systems, and successful steps to organizing school and district-wide data and reporting such information to various community audiences and constituency groups. Emphasis is placed on communications including media and employee relations. This course also will include demonstrations on the use of various technology software applications that can be applied in different communication venues.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-568 Internship III (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module III.
Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-569 Accountability,Assess&Perf (3)

Managing school operations and resources to promote each students' academic success and well-being depends to a large extent on effective leadership. An effective leader understands the importance of identifying and selecting a quality team and delegating the appropriate level of authority, responsibility, and accountability to the various members of the team. An effective leader also knows that a systems approach that views schools as interactive instructional systems operating within external environments is required to positively affect the processes, structures, and dynamics that make up a school. Candidates will examine employee induction, professional development, and evaluation models and the use of technology to track performance and monitor accountability over time within a structure that includes mandated fiscal oversight practices and periodic auditing by an independent organization.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-570 Prod&Sustain Schl Imprvmnt (3)

This course focuses on the essential skills that school leaders need in order to create a culture of continuous improvement to promote each student's academic success and well-being. The research suggests that an effective school leader has the ability to create conditions that support an environment of recognition and appreciation. One of the most critical steps in cultivating such conditions is to embrace diversity as an asset, regularly reinforce and recognize the improvement efforts of individual staff and students and the school community, as a whole. The course will examine a variety of research studies that have been conducted: for example, reward and incentive programs and their impact on improvement, successful programs and practices for self-review and renewal of schools, including celebrating diversity. This course emphasizes building and district leaders' fiscal oversight responsibilities; the fiscally sound practices, and ways to monitor and periodically audit school systems to sustain continuous school improvement. The use of technology to support financial management operations and resource allocation decisions is explored. The course provides opportunities to close achievement gaps as a legal and moral responsibility of leadership. This course also includes a review of the academic supports that promote problem-solving skill development for students within their regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-571 Internship IV (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module IV.
Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship.

Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.)

Overview

Dr. Lucia Guarino, *Chair*

The mission of the hybrid Master of Science in Inclusive Adolescence Education, Grades 5-12 program is to provide a quality educational experience that prepares candidates for distinguished careers in inclusive education and for leadership roles in schools and communities. The Inclusive Education program develops candidates' knowledge, skills, and dispositions that educators need in order to effectively teach students at the adolescence levels, including students with exceptional learning needs.

The MS Inclusive Adolescence Education, Graded 5-12 program prepares candidates for dual initial certification in an adolescence education content area in grades 5-12, as well as certification to teach

students with disabilities as a generalist. Certification is available in the following content areas:

> Biology
> Chemistry
> Earth Science
> English
> Mathematics
> Physics
> Social Studies

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.
To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either mathematics, biology, chemistry, physics, earth science, history, American studies or English.
To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences.
A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 + 1 program are as follows:

> During the first semester of their sophomore year candidates will submit the School of Education 4 + 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
> If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
> During spring semester of the junior year, complete the Undergraduate Registration Form for 4+1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms. Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;
> During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Program Requirements

M.S. in Inclusive Adolescence Education with Dual Initial Certification

Dual initial certification includes:

> Adolescence Education, Grades 5-12
> Students with Disabilities, Grades 5-12

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a clinical experience component, the number of hours required is also designated in parentheses.

Note: *Candidates must earn a grade of "B" or higher in each of the following courses required for certification in order to move forward in the program. Courses in which the candidate has earned a grade lower than a "B" must be repeated.*

Required Courses - 42 *credits*

> GAED 528 - The Adolescent (3)
> GAED 533 - Field Experience I (0) (50 hours)
> GAED 534 - Field Experience II (0) (50 hours)
> GAED 53X- Differentiated Curriculum, Instruction & Assessment in Middle School (3)
> GAED 54X- Differentiated Curriculum, Instruction & Assessment in Content Area (3)
> GAED 560- Research in Content Area (3)
> GEDU 501 - Issues in Student Health and Safety (0)
> GEDU 502- Differentiated Curriculum , Instruction, and Assessment (3)
> GEDU 520 - History and Philosophy of Education (3)
> GEDU 526 - Diversity, Social Justice, and Schooling (3)
> GRDG 507 - Teaching Reading to Diverse Learners in Middle Childhood/Adolescence (3)
> GRDG 534 - Literacy Instruction in the Content Areas (3)
> GSED 501 - Inclusive Education in Today's Schools (3)
> GSED 512 - Management and Collaboration in the Inclusive Classroom : Adolescence (3)
> GSED 515- Education Technology (3)
> GSED 556 - Field Experience III (0) (50 hours)
> GSED 586 - Student Teaching Seminar: Special Education and Adolescence (0)
> GSED 591 - Student Teaching: Special Education and Adolescence (6)

Clinical Experiences and Student Teaching

Clinical experiences are required for certification and the master's degree. Candidates must complete 150 hours of clinical experience before student teaching.

The semester long student teaching experience may be in any grade between 7th and 12th. It may or may not be in a high-needs school/district.

To qualify for student teaching, candidates must:

> Complete all degree requirements with the exception of GEDU 524
> Complete the NYS requirements for the adolescence content area - English, social studies, biology, chemistry, physics, or math.

New York State Requirements: Adolescence and 5-12 Students with Disabilities Generalist Certificates

Candidates who are seeking the Adolescence and Students with Disabilities 5-12 Generalist Certificate are required to have 30 credits in a chosen content area, completed with a grade of C or better for undergraduate courses or a grade of B- or better for graduate courses. Candidates must also have an adequate knowledge base for teaching the New York State Learning Standards. Transcripts are reviewed prior to admission to

determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework in these core content areas prior to the student teaching semester.

Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.) Courses

GAED-528 The Adolescent (3)

This course focuses on the developing adolescent to provide knowledge for teachers who will work with students in late childhood and adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their cognitive and affective development; the relationship to and impact of these variables on learning; and knowledge acquisition and cultural influences on learning. Reviews of psychoanalytic theory, behaviorism, and cognitive theory will be included. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGAE
Restrictions: Including: -Major: Adolescence Education, Incl Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-530 Diff Cur,Ins,Assess in MS (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension.

Attributes: TGAE

GAED-530 Diff Cur,Ins,Assess in MS (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension.

Attributes: TGAE

GAED-533 Field Exp I-Adolescence (0)

This 50-hour field experience accompanies GAED 537, 538, or 539 to facilitate the analysis of the relationship between theory and practice. Candidates record their observations and use them in their content-specific methods courses. Candidates have opportunities to work directly with students in grades 7-12 individually and in small groups.Graded S/U.

Attributes: TGAE
Restrictions: Including: -Major: Adolescence Education, Incl Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-534 Field Exp II-Adolescence (0)

This 50-hour field experience accompanies GAED 541, 542, or 543 to continue/extend the analysis of the relationship between theory and practice. In addition to observing and working with students individually or in small groups, candidates have opportunities to plan and teach whole-class lessons.Graded S/U.

Attributes: TGAE
Restrictions: Including: -Major: Adolescence Education, Incl Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-536 C, I, & A in Science (3)

New York State and Next Generation Science Standards (NGSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-536 C, I, & A in Science (3)

New York State and Next Generation Science Standards (NGSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-541 Diff Curr,Ins,Assess in SS (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in social studies education. The purpose of this course is to prepare future social studies teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of social studies education, as defined by the National Council for the Social Studies (NCSS) themes and the New York State learning standards. They will also work collaboratively within a community of learners to become knowledgeable concerning the local community, state, nation, and world, discussing critical issues and the responsibilities of productive citizens living within those arenas. Candidates will identify a wide variety of social studies data sources, materials, and resources and develop plans to teach in ways that are culturally relevant. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GAED-542 Diff Cur,Ins,Assess in Eng (3)

This course is the second methods course focusing on curriculum, instruction, and assessment in English education. The purpose of this course is to prepare future English teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of English education, as defined by the National Council of Teachers of English (NCTE) and the New York State learning standards. Candidates have opportunities to enrich and expand their content knowledge and develop instructional theories and practices for the classroom. Candidates will identify a wide variety of materials and resources, including information technologies, and develop plans for use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: -
Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-543 Diff Curr,Ins,Assess-LOTE (3)

The course is the second methods course in the program, focusing on curriculum, instruction, and assessment in LOTE education. Candidates will work to further develop the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings. The course will focus on knowledge related to the target language, its literature, and its culture appropriate to the developmental needs and interests of candidates. Candidates will explore and demonstrate knowledge of second language instructional methods and resources that support critical and creative thinking. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of foreign language education, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New York State Learning Standards. They will also identify a wide variety of materials and resources, including information technologies, and develop plans for their use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: -
Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-544 Diff Curr,Ins,Assess:Math (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in mathematics education. The purpose of this course is to prepare future mathematics teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades

7-12. Candidates will gain a clear understanding of the elements of mathematics education, as defined by the National Council of Teachers of Mathematics (NCTM) themes and the Common Core State Standards for mathematics. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: -

GAED-545 Effec Prac: Science (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in science education. The purpose of this course is to prepare future science teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of science education, as defined by the National Science Teachers Association (NSTA) and the Next Generation Science Standards (NGSS). Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-545 DiffCurrInsAssess:Science (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in science education. The purpose of this course is to prepare future science teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of science education, as defined by the National Science Teachers Association (NSTA) and the Next Generation Science Standards (NGSS). Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-560 Res Con Area Ins & Prac (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in in each candidate's respective content area of education will

be determined mutually by professors and candidates. This is the final course in the MS in Education: Inclusive Adolescence, Grades 5-12 graduate program prior to the student teaching semester

Attributes: TGAE

GAED-565 Research in Science Ed (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in science education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

GAED-586 Student Teach Sem: ADOL (0)

The Student Teaching Seminar is a required class that meets regularly during the student teaching semester. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to enhance the student teaching experience. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues related to the learning needs of all students.Graded S/U.

Attributes: TGAE
Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-591 Student Teach: ADOL (6)

Student teaching is the culminating field experience of the program. Candidates will develop their knowledge, skills, and dispositions gained in courses, field experiences, and their working with diverse students. They will have the opportunity to develop curriculum materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate proficiencies that support learning by all students and skills for working with colleagues, parents, families, and communities. Student teaching

consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGAE
Pre-requisites: GAED-586 Y C
Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-591 Student Teach: ADOL (6)

Student teaching is the culminating field experience of the program. Candidates will develop their knowledge, skills, and dispositions gained in courses, field experiences, and their working with diverse students. They will have the opportunity to develop curriculum materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate proficiencies that support learning by all students and skills for working with colleagues, parents, families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGAE
Pre-requisites: GAED-586 Y C
Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE
Restrictions: Including: -Level: Graduate

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-590 Y S
Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-591 Y S
Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and

information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-585 Y S
Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-586 Y C
Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C.& 1400,et.seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-

level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-605 Mangment of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C § 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations. Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL
Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C
Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention.

Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE
Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood. Several topics are addressed including legal policies and practices in assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and cooperative learning.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Attributes: TGED

GEDU-520 Hist & Phil of Educ (3)

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED
Restrictions: Including: -Major: Adolescence Education, Childhood Education -Level: Graduate

Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.)

Overview

Dr. Lucia Guarino, *Chair*

The mission of the hybrid Master of Science in Inclusive Childhood Education program is to provide a quality educational experience that prepares candidates for distinguished careers in inclusive education, and for leadership roles in schools and communities. The inclusive childhood program develops candidates' knowledge, skills, and dispositions that educators need in order to effectively teach students at the childhood levels, including those with exceptional learning needs.

The M.S. in Inclusive Childhood Education program prepares candidates for dual initial certification in childhood education and students with disabilities, grades 1-6.

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4+1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.

To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either mathematics, biology, chemistry, physics, earth science, history, American studies or English.

To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences.

A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 + 1 program are as follows:

> During the first semester of their sophomore year candidates will submit the School of Education 4 + 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
> If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
> During spring semester of the junior year, complete the Undergraduate Registration Form for 4+1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms. Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;
> During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Program Requirements

M.S. in Inclusive Childhood Education Dual Initial Certification

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a clinical experience component, the number of hours required is also designated in parentheses.

Note: *Candidates must earn a grade of "B" or higher in each of the following courses required for certification in order to move forward in the program. Courses in which the candidate has earned a grade lower than a "B" must be repeated.*

> GCED 522 - Research in Teaching, Learning, and Motivation in Childhood Education (3)
> GCED 525 - Critical Literacy Through Social Studies (3)
> GCED 528- Child Development, Language, and Literacy Acquisition (3)
> GCED 531 - Field Experience I (0) (50 hours)
> GCED 532 - Field Experience II (0) (50 hours)
> GEDU 501 - Issues in Health and Safety (0)
> GEDU 502- Differentiated Curriculum, Instruction, and Assessment (3)

GEDU 520 - History and Philosophy of Education (3)
GEDU 526 - Diversity, Social Justice, and Schooling (3)
GRDG 535 - Literacy Instruction for the Inclusive Classroom: Primary (3)
GRDG 550 - Literacy Instruction for the Inclusive Classroom: Intermediate (3)
GSED 501 - Inclusive Education in Today's Schools (3)
GSED 508 - Management and Collaboration in the Inclusive Classroom: Childhood (3)
GSED 515 - Educational Technology (B-Grade 6) (3)
GSED 531 - Curriculum, Assessment, and Instruction in Mathematics, Science, and Technology (3)
GSED 555 - Field Experience III (0) (50 hours)
GSED 585 - Student Teaching Seminar: Special Education and Childhood (0)
GSED 590 - Student Teaching: Special Education and Childhood (6)

Total: 42 credits

Clinical Experiences and Student Teaching

Clinical experiences are required for certification and the master's degree. Candidates must successfully complete 150 hours of clinical experiences before student teaching. The semester long student teaching experience may be in any grade between 1st and 6th. It may or may not be in a high needs school/district.

To qualify for student teaching, candidates must:

Complete all degree requirements with the exception of GEDU 526

New York State Requirements: Childhood Certificates

Candidates who are seeking the Childhood and Special Education Certificates must have an adequate knowledge base for teaching to the New York State Learning Standards. This includes at least 30 hours of coursework in the liberal arts and science, completed with a grade of C or better for undergraduate courses or a grade of B- or better for graduate courses.
Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework prior to student teaching.

Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.) Courses

GCED-522 Teach, Learn, Motiv Child (3)

Candidates will study the current research that underlies methods and practices that address the needs of all learners. Candidates will learn how to access a wide range of technology, utilize library services and databases, and conduct research to inform practice. Topics will include but not be limited to excellence and equity in education; cognitive, emotional, and social development; diversity in teaching and learning styles; best practices in research, teaching, and learning; and the use of technology and information literacy to support teaching and learning.

Attributes: TGCE
Restrictions: Including: -Level: Graduate -Program: Inclusive Childhood Educ 1-6, MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-525 Diff Cur, Ins, Assess: SS (3)

Emphasis is on the cyclical components of planning, implementing and assessing effective social studies instruction for a diversely populated technological classroom. Assessment and reflection are underscored as the tools to indicate student learning and inform future instruction. Candidates will make links between and among the National Council for Social Studies themes, New York State Standards in Social Studies and local curricula in order to enhance pedagogy and improve student learning. Candidates will learn to introduce social studies to students with a focus on active citizenship. In addition, because this course will also emphasize the use of critical literacy to aid social studies instruction, the New York State Standards for the English Language Arts will be addressed. The course also will feature best practices in classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students.

Attributes: TGCE
Restrictions: Including: -Level: Graduate -Program: Inclusive Childhood Educ 1-6, MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-528 Child Dev, Lang & Lit Acquisit (3)

This course introduces students to the theories of child development. Special emphasis is given to early determinants of behavior, the development of social, cognitive, and behavioral processes, and several of the theoretical formulations proposed to explain development. The course covers first and second language acquisition (ELL) and literacy development in early childhood Birth through Grade 2. Aspects and contexts of language development and the different areas of literacy development (oral language, writing and reading) are the focus of this course. The study of children's literature provides an opportunity for the students to explore the application of the theories studied. Students learn about the role of language and literacy in the classroom, the relationship between language acquisition and literacy development, and the role of the classroom teacher and other support teachers in in supporting language development and literacy learning through literature. Students will differentiate between knowledge of typical and atypical language development. Attention will be given to distinguishing between language differences and language disorders. The influence of cultural/social background and experiences on literacy development will be explored. Creation of literacy-rich environments that engages learners in developmentally appropriate language experiences will be included. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is introduced.

Attributes: TGCE
Restrictions: Including: -Level: Graduate -Program: Inclusive Childhood Educ 1-6, MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-531 Field Exp I-Childhood (0)

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a small group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards.Graded S/U.

Attributes: TGCE
Restrictions: Including: -Level: Graduate -Program: Inclusive Childhood Educ 1-6, MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-532 Field Exp II-Childhood (0)

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a whole group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Prescribed courses are to be taken concurrently with the field experience in order to support high-quality field experiences and to help candidates integrate theory and practice and the use of technology experience.Graded S/U.

Attributes: TGCE
Restrictions: Including: -Level: Graduate -Program: Inclusive Childhood Educ 1-6, MS Special Ed & Childhood Cert, MSED Childhood Education

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE
Restrictions: Including: -Level: Graduate

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher

candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings

at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-590 Y S
Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-591 Y S
Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-585 Y S
Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-586 Y C
Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C.& 1400,et.seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-605 Mangment of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C § 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations. Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL
Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C
Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention. Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE
Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood.

Several topics are addressed including legal policies and practices in assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and cooperative learning.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other

professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Attributes: TGED

GEDU-520 Hist & Phil of Educ (3)

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on

diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED
Restrictions: Including: -Level: Graduate

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED
Restrictions: Including: -Major: Adolescence Education, Childhood Education -Level: Graduate

Master of Science in Library Media (M.S.)

Overview

Maria Muhlbauer, *Chair*

The online Master of Science in Library Media (Teacher Librarian) program leads not only to initial certification as a library media specialist, but also to professional certification in your original initial teaching certificate area.

The program effectively prepares you to undertake the productive, critical, and efficient use of libraries, media, and information technology. You also will learn many ways to contribute, in a collaborative manner, to student literacy and inquiry skills.

The program is designed for those who hold initial teacher certification and wish to specialize in library media. As a library media graduate, you may also apply for your certificate as a public librarian.

Program Requirements

The program is designed to be completed online in one calendar year. In addition to coursework, fieldwork, and practica as described below, candidates must take and pass the New York State Teacher Certification

Examination in Library Media Specialist and meet any additional requirements at the time they apply for certification.

Each GLMS course entails one or more portfolio artifacts, and candidates are required to construct a professional portfolio with final reflection linking all the artifacts, as a graduation requirement.

Online M.S. in Library Media

Requirements

The number of credits for each course is designated in parentheses after the course title.

GLMS 600 - Introduction to School Librarianship (3)
GLMS 602 - Children's Literature, Media, and Literacy (3)
GLMS 604 - Adolescent Literature, Media, and Literacy (3)
GLMS 606 - Inquiry and the Library Media Program (3)
GLMS 608 - Managing the Library Media Program (3)
GLMS 610 - Curriculum, Collaboration, and Leadership for the Library Media Specialist (3)
GLMS 611 - Organization of Information (3)
GLMS 612 - Information Literacy, Media Literacy, and New Literacies (3)
GLMS 614 - Practicum in the Library Media Center: Elementary (3)
GLMS 616 - Practicum in the Library Media Center: Secondary (3)

Total: 30 credits

Note: *Completion of the program requires 100 hours of supervised fieldwork and portfolio completion with final reflection linked to artifacts.*

Master of Science in Library Media (M.S.) Courses

GLMS-600 Intro School Librarianship (3)

This course is an introduction to school library topics. Candidates read and discuss major studies on the impact of the Library Media Program (LMP) on student achievement. Candidates become aware of the importance of advocacy and visibility of Library Media Center (LMC) services to the educational community. Candidates are introduced to the importance of collaboration and to models and examples of collaboration in the LMP. The course also provides a survey of information technology relative to schools and schoolchildren (tools for library automation; digital citizenship, data collection and analysis; bibliographic and cataloging databases). Topics covered in this initial course are covered in more depth in future courses.

Attributes: TGLM
Restrictions: Including: -Level: Graduate

GLMS-602 Child Lit Media & Literacy (3)

This course uses children's literature and media to address the LMS role in fostering enjoyment of reading; in developing children's abilities in learning-to-read, reading-to-learn, vocabulary development, and comprehension; and in preparing children to use libraries knowledgeably and habitually. Candidates learn to create and monitor a literacy learning environment in the LMC. The course addresses the diverse nature of the student population, the needs of English Language Learners (ELL), and students with special needs. The course addresses collection development for childhood,

including literature, non-fiction, non-print, and access to materials and resources outside the school. Candidates investigate the feasibility of LMP outreach to and collaboration with community agencies with children's services, including public libraries, home schools, charter schools, and private schools.

Attributes: TGLM
Restrictions: Including: -Level: Graduate

GLMS-604 Adol Lit Media & Literacy (3)

This course addresses the role of the LMS in promoting reading comprehension and critical thinking, through literature, non-fiction, and non-print, as well as the challenge of serving struggling readers, reluctant readers, ELLs, and students with special needs. Topics include: the importance of motivation, engagement, and student choice; diverse literature and other resources for special issues and populations at the adolescence level; graphic novels, multimodal text, and non-print resources for adolescent literacy; book clubs (face-to-face and online); and the integration in the LMP of digital technologies, by and for adolescents. Candidates are introduced to media literacy in the context of young adult media practices. The course addresses collection development for adolescence, including literature, non-fiction, non-print, and access to materials and resources outside the school. The course discusses scheduling in the secondary LMC and approaches to maximizing usage of the facility, LMS expertise, and the collection, by content area teachers, special educators, special subject teachers, and students.

Attributes: TGLM
Restrictions: Including: -Level: Graduate

GLMS-606 Inquiry & Schl Libry Prgm (3)

This course focuses on the school librarian's instructional and leadership role in inquiry and research within the P-12 curriculum. Candidates compare and contrast P-12 research models, studying a model in depth. An immersive standards-aligned inquiry unit planning experience prepares candidates in strategies for effective collaboration intended to meet the needs of diverse learners. Candidates will research and discuss the pedagogy of various topics embedded within the inquiry process, including: searching for and evaluating sources; print, digital and open access reference sources; using primary and secondary sources; ethical use of information and citation formats; technology for inquiry; virtual and physical implications of the ADA guidelines on school libraries; assistive technology resources. Candidates consider inquiry implications of makerspaces, coding, Genius Hour, and breakout games.

Attributes: TGLM
Restrictions: Including: -Level: Graduate

GLMS-608 Manage Schl Libry Prgm (3)

This course focuses on the multi-faceted responsibility of operating an effective, efficient, and economical LMP. Topics include: budgeting and acquisition; space and facilities planning; policies and administration; programming and planning; fundraising, fairs, and other library promotions. Collection development and management are a major focus, which emphasizes a bias-free, curriculum-related collection reflecting a global society; organization of the collection; digital/virtual library services; use of data to drive acquisitions; and collaboration with Library Systems in the region. Candidates are introduced to the management of people resources, including vendor relations and the role of volunteers, parents, and students in the LMC.

Attributes: TGLM
Pre-requisites: GLMS-600 C
Restrictions: Including: -Level: Graduate

GLMS-610 Curr Collab Ldrshp for LMS (3)

One focus of this course is pedagogy in the LMP at the primary, intermediate, middle, and high school levels. Topics include: evidence-based instruction; collaborative curriculum development and planning; creating classroom/instructional resources and co-teaching with classroom teachers and special educators. The course also examines the role of the LMS as school leader in the areas of advocacy intellectual property, copyright, and fair use. Candidates learn the difference between teaching students and teaching adults, and they prepare for their leadership role as professional developers with regard to copyright, intellectual property, media, and information technology, including web tools, games, video streaming, online teaching, and the use of hardware and software for instruction and communication.

Attributes: TGLM

GLMS-611 Organize Information (3)

Students learn the fundamentals of cataloging and basic library organizational skills. Emphasis will be on using the original and copy cataloging features in current school library automation programs and related MARC editing software. School library systems assistance in cataloging and collection development as well as the fundamentals of grant writing and the collection of data to drive instruction and collection development will be addressed.

Attributes: TGLM
Restrictions: Including: -Major: Library Media -Level: Graduate

GLMS-612 Info Lit Media Lit&New Lit (3)

In this advanced course, candidates learn to bridge out-of-school literacies to develop information and media literacy in students. Candidates explore the changing nature and enduring importance of authority, verifiability, and authenticity of information, while considering how to develop information/media literacy in learners. They examine/review standards for information literacy, ISTE standards, AASL standards, ESIFC, Digital Citizenship and 21st century learning skills. They examine critical thinking and critical literacy strategies to combat media bombardment and information overload/saturation and learn ways to develop these strategies in students. Candidates also consider misuse of information technology relevant to schoolchildren, such as cyberbullying, internet safety, privacy in the context of social networking, sexting and the digital footprint; the ethical behavior of students and colleagues and discuss the role of the school and the LMP in addressing these problems.

Attributes: TGLM
Pre-requisites: GLMS-606 C
Restrictions: Including: -Level: Graduate

GLMS-614 Practicum LMC Elem (3)

In addition to all course assignments, the candidate works in an elementary LMC under the supervision of the host LMS and a college supervisor for 20 days. The candidate is expected to perform the range of responsibilities of a LMS, to discuss performance and progress with the supervising LMS and with the college supervisor, and to reflect on the experience in the context of

continuing professional development. Candidates meet with the practicum college supervisor once face-to-face and twice virtually. These meetings are used for guided discussion of instructional management, pedagogy, LMC management, portfolio development, and professional issues that have arisen during the practicum. Graded S/U.

Attributes: TGLM
Pre-requisites: GLMS-600 C AND GLMS-602 C AND GLMS-604 C AND GLMS-606 C AND GLMS-608 C AND GLMS-610 C AND GLMS-612 C
Restrictions: Including: -Level: Graduate

GLMS-616 Practicum LMC Sec (3)

In addition to all course assignments, the candidate works in a secondary LMC under the supervision of the host LMS and a college supervisor for 20 days. In each practicum experience, the candidate is expected to perform the range of responsibilities of an LMS, to discuss performance and progress with the supervising LMS and with the college supervisor, and to reflect on the experience in the context of continuing professional development. Candidates meet with the practicum college supervisor once face-to-face and twice virtually. These meetings are used for guided discussion of instructional management, pedagogy, LMC management, portfolio development, and professional issues that have arisen during the practicum. Graded S/U.

Attributes: TGLM
Pre-requisites: GLMS-600 C AND GLMS-602 C AND GLMS-604 C AND GLMS-606 C AND GLMS-608 C AND GLMS-610 C AND GLMS-612 C
Restrictions: Including: -Level: Graduate

Master of Science in Literacy Education (M.S.)

Overview

Dr. Lucia Guarino, *Chair*

The mission of the online Master of Science in Literacy Education program is to prepare highly capable, culturally responsive, and ethically responsible literacy professionals who thoroughly understand and can implement the theory and practice of literacy acquisition and instruction. The curriculum stresses the importance of connections to the cultural differences of students and families and is consistent with the missions of St. John Fisher University and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by the International Literacy Association. The culturally responsive literacy program develops the knowledge, skills, and dispositions literacy educators need in order to effectively teach all students ways of using multiple forms of text that will provide them with opportunities for success in a global community. The program embraces the belief that all children learn, and that learning occurs when students are actively engaged in constructing meaning within a collaborative and supportive community of learners. As such, our candidates in literacy learn how to create learning environments that address the diverse learning needs of students, are informed by best practices, use ongoing meaningful assessment of student learning, and are continuously informed by self-reflection and a commitment to professional development. Finally, our candidates learn how to disseminate information about literacy development to the family and community so that literacy learning becomes meaningful in all aspects of a child's life.

The online M.S. degree in literacy education at St. John Fisher University leads to certification as a literacy specialist for both certification levels: Birth – Grade 6 and Grades 5-12. The program is designed for general and special education teachers. Initial teaching certification is required for admission to the program. Candidates completing the master's in literacy education program are eligible for the professional certification in their original initial teaching certification area.

Candidates complete the program in twelve months.

Program Requirements

Online M.S. in Literacy Education: Birth-Grade 6 and Grades 5-12

Requirements

The number of credits for each course is designated in parentheses after the course title.

> GRDG 620 - Nature and Acquisition of Literacy and Language of All Children (3)
> GRDG 626 - Language, Literacy, and Diversity (3)
> GRDG 634 - Content Areas Culturally Responsive Practices (3)
> GRDG 635 - Literacy Assessment and Diagnosis of Diverse Students (3)
> GRDG 637 - Practicum in Literacy: Childhood (3)
> GRDG 638 - Practicum in Literacy: Middle School/Adolescent (3)
> GRDG 639 - Emergent Literacy Practices in Instruction and Assessment (3)
> GRDG 640 - Administration and Supervision of Reading and Writing Programs (3)
> GRDG 652 - Critical Literacy and Culturally Responsive Literature (3)
> GRDG 690 - Capstone Project: Action Research in Culturally Responsive Literacy (3)

Total: 30 credits

Master of Science in Literacy Education (M.S.) Courses

GRDG-506 Tch Rdg Spec Needs B-6 (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating young children with special needs. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring literacy skills. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will further develop instructional strategies to enhance teaching and learning for all students.

Attributes: TGRD
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating children with special needs in middle and secondary grades. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring and applying literacy in home and school contexts. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will consider how to use technology in ways that expand educational opportunities and benefit all students.

Attributes: TGRD
Pre-requisites: -

GRDG-534 Literacy Inst Content Area (3)

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with the New York State Common Core Learning Standards. An additional focus of the course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods including the use of technology.

Attributes: TGRD
Restrictions: Including: -Level: Graduate

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1 to 3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Common Core Learning Standards in pedagogy and curriculum. A field experience component is required.

Attributes: TGRD
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GRDG-550 Literacy Inclu Classrm:Int (3)

This course builds on theories, assessments, teaching methods, and materials introduced in GRDG 535 and has a focus on literacy instruction for an inclusive classroom at the intermediate grade levels. A focus on linking the New York State Common Core Learning Standards in pedagogy and curriculum is emphasized. A field experience component is required.

Attributes: TGRD
Pre-requisites: GRDG-535 C
Restrictions: Including: -Level: Graduate

GRDG-620 Nat & Acq Lit & Lang (3)

This course is an overview of theories of language and literacy acquisition including but not limited to autonomous and ideological models of reading, socio-cultural-historical views of literacy, critical literacy, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD
Restrictions: Including: -Level: Graduate

GRDG-626 Lang, Literacy & Diversity (3)

In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory and the

concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

Attributes: TGRD
Pre-requisites: -

GRDG-633 Prct:Tch Lit to St Div Nds (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating children with diverse needs in middle and secondary grades including urban settings. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring and applying literacy in home and school contexts. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will consider how to use technology in ways that expand educational opportunities and benefit all students. Placement may be in an urban setting.

Attributes: ZCLX
Pre-requisites: GRDG-635

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-635 Lit Assessment & Diagnosis (3)

This course will examine the nature and function of formal and informal assessment processes in literacy instruction for students in grades 3-12. An examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction is addressed. A field experience component in a local school is required.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates work with a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and

implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C
Restrictions: Including: -Level: Graduate; Excluding: -Major: Reading

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates work with a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that literacy specialists are required to develop with educators in schools. They will use differentiated instruction, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C
Restrictions: Including: -Major: Literacy Education -Level: Graduate

GRDG-639 Pract: Emergent Literacy (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-640 Admin&Sup-Rdg/Wrtng Prgm (3)

The course is designed to aid future literacy specialists in developing proficiency in organizing and enhancing school-wide literacy programs including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, including the use of technology, for analyzing and improving curriculum and instruction and for ensuring alignment with New York State Common Core Learning Standards. Effective leadership skills, including the ability to work with individuals from diverse backgrounds, will be examined

Attributes: TGRD
Pre-requisites: GRDG-635 Y C
Restrictions: Including: -Level: Graduate

GRDG-641 Pract:Tch Lit to St w/Div Need (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating children with diverse needs in middle and secondary grades including urban settings. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring and applying literacy in home and school contexts. The course will also emphasize the provision of literary services to students in compensatory or special education programs. Candidates will consider how to use technology in ways that expand educational opportunities and benefit all students. Placement may be in an urban setting. Prerequisite GRDG 635

Pre-requisites: GRDG-635 C

GRDG-650 Literacy Methods (3)

The focus is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-652 Crit Lit & Cul Resp Lit (3)

The emphasis of this course is on the critical examination of literature from multiple perspectives (e.g., linguistic, political, social, multicultural, and psychological). Candidates will use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and will discuss the implications of these analyses for the teaching of all students. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C
Restrictions: Including: -Level: Graduate

GRDG-658 LiteracyCoaching:Practicum (3)

The Literacy Specialist/Coaching Practicum occurs as the culminating practicum course of the program. The purpose of this course is for the candidates to demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Professionals are required to develop with educators in schools. This experience occurs after the supervised, teaching practicums. Coaching candidates demonstrate their knowledge, skills, culturally responsive practices/strategies and dispositions that are involved in teaching student(s) and providing support to teachers and paraprofessionals with diverse instructional strategies and materials; assessment, diagnosis, and evaluation; and the creation of a literate environment. Coaching experiences are demonstrated through observation and analysis of the classroom instruction, modeling of assessment and instruction methods and practices, co-planning and co-instructing with the classroom teacher, recommending resources and materials, and recommending, planning and implementing professional development based teaching and learning techniques. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-637 C OR GRDG-638 C
Restrictions: Including: -Major: Literacy Education, Reading

GRDG-660 Teaching Lit Thru Techolog (3)

In this course, students will examine the theoretical underpinnings and research related to using technology to teach literacy. Students will be exposed to different digital technologies used in the teaching of writing, reading, literature, and discussion. Other possible topics that may be addressed will be the use of technology with struggling readers, digital storytelling, online learning and teaching, gaming, and also expose students to literature written that utilizes technology in its narrative. Students will be expected to experiment with the different technologies presented and practice them with students in the field.

Attributes: TGRD

GRDG-670 Thry&Prac Integ Lit Class (3)

This course focuses on literature and the theoretical considerations and practices teachers use to integrate literature into the school curriculum. Candidates are introduced to different reading theories that inform the interpretation of literature (i.e., new criticism, reader response, critical literacy, etc.). Candidates will also have opportunities to enrich and expand their pedagogical knowledge through the introduction of instructional strategies focused on the teaching of literature (i.e., discussion, writing, and technology integration). Graded S/U.

Attributes: TGRD
Restrictions: Including: -Major: Literacy Education, Reading

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. Candidates will complete an action research project that provides an opportunity to practice the methods and means of collecting data, to engage in the process of analyzing and writing up research, and to formally present research to colleagues. The project will reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and

achievement. Where possible, the candidate will demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C
Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

GRDG-696 Independent Study (1 TO 3)

Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. Independent Study Authorization form is required.

Attributes: TGRD
Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

Master of Science in Special Education: Severe or Multiple Disabilities

Overview

Dr. Lucia Guarino, *Chair*

The graduate-level special education program in severe or multiple disabilities at Fisher prepares teachers for distinguished careers in special education and is designed for those who are seeking a deeper understanding of special education laws and best practices, with a focus on students with severe and multiple disabilities. This program provides a foundation for a career as a special education administrator.

The 30 credit-hour (10 classes) master's program features integrated coursework and practicum and is completed in one calendar year.

The program is offered in online format with synchronous component in a supportive learning environment.

Completion of the 30-credit program leads to a Master's degree in Special Education, a certificate of advanced study (C.A.S.) in Special Education Leadership, and an annotation in Severe or Multiple Disabilities. The program can be used for NYS professional certification requirements.

Admission Requirements

The graduate-level special education programs operate on a rolling admissions basis. Applications are reviewed as they are received and admissions decisions are made within four weeks of receipt of a completed application.

General Application Requirements

Completed online application
Application fee
Baccalaureate degree from an accredited college or university
Official transcripts of **all** undergraduate and graduate work (if applicable)
Two letters of recommendation which can be submitted online. Please refer to the online application for instructions.
Current résumé and personal goals statement
Results of the TOEFL (if native language is not English)
Graduate Transfer Credit Request Form [pdf] and supporting documents (if applicable)

Program-Specific Application Requirements

A copy of New York state teaching certification **OR** proof of pending certification in special education, students with disabilities, blind and visually impaired or deaf and hard of hearing is required.

Program Requirements

M.S. in Special Education: Severe or Multiple Disabilities

Completion of the 30 credits listed below leads to a Master's degree in Special Education, a certificate of advanced study (C.A.S.) in Special Education Leadership, and an annotation in Severe or Multiple Disabilities.

Requirements

GSED 601 - Foundations, Policy, and Best Practices in Special Education (3)
GSED 602 - Evaluating Inclusive Practices, Classrooms, and Professional Development (3)
GSED 605 - District-Wide Management and Discipline of Students with Disabilities (3)
GSED 617 - Seminar in Special Education Leadership (3)
GSED 630 - Teaching Students with Severe or Multiple Disabilities (3)
GSED 631 - Assessment and Transition Planning for Students with Severe or Multiple Disabilities (3)
GSED 632 - Communication, Supports, Interventions, and Technology for Students with Severe or Multiple Disabilities (3)
GSED 633 - Curriculum, Instruction, and IEP Development for Students with Severe or Multiple Disabilities (3)
GSED 634 - Positive Behavioral Support and Interventions for Students with Severe or Multiple Disabilities (3)
GSED 635 - Practicum and Applied Research in Teaching Students with Severe or Multiple Disabilities (3) (50 hours)

Total: 30 credits

Completion of the following four courses leads to a certificate of advanced study (C.A.S.) in Special Education leadership:

GSED 601 - Foundations, Policy, and Best Practices in Special Education (3)
GSED 602 - Evaluating Inclusive Practices, Classrooms, and Professional Development (3)
GSED 605 - District-Wide Management and Discipline of Students with Disabilities (3)
GSED 617 - Seminar in Special Education Leadership (3)

Completion of the following six courses leads to an annotation in Severe or Multiple Disabilities:

GSED 630 - Teaching Students with Severe or Multiple Disabilities (3)

GSED 631 - Assessment and Transition Planning for Students with Severe or Multiple Disabilities (3)
GSED 632 - Communication, Supports, Interventions, and Technology for Students with Severe or Multiple Disabilities (3)
GSED 633 - Curriculum, Instruction, and IEP Development for Students with Severe or Multiple Disabilities (3)
GSED 634 - Positive Behavioral Support and Interventions for Students with Severe or Multiple Disabilities (3)
GSED 635 - Practicum and Applied Research in Teaching Students with Severe or Multiple Disabilities (3)

Master of Science in Special Education: Severe or Multiple Disabilities Courses

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE
Restrictions: Including: -Level: Graduate

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional

learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice

integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-501 C
Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-590 Y S
Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-591 Y S
Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-585 Y S
Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school.Graded S/U.

Attributes: TGSE
Pre-requisites: GSED-586 Y C
Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C.& 1400,et.seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-605 Mangment of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C § 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations. Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL
Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C
Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention. Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE
Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood.

Several topics are addressed including legal policies and practices in assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE
Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and cooperative learning.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other

professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE
Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE
Pre-requisites: -
Restrictions: Including: -Level: Graduate

Doctor of Nursing Practice (DNP)

Overview

Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*

Dr. Donna Tydings, *Chair*

The Doctor of Nursing Practice (DNP) program is a rigorous advanced-practice clinical doctorate that reflects the evolution and development of professional nursing. The Doctor of Nursing Practice program is conceived with **two entrance points** and provides both full- and part-time options for study. The post-master's entry point is 33 credit hours and can be completed in six semesters, full-time. The post-baccalaureate entry point is a three-year full-time program. Students seeking post-master's admission to the DNP program, who hold a master's degree in nursing, must have advanced practice specialization as a nurse practitioner, clinical nurse specialist, certified registered nurse anesthetist, or certified nurse midwife. Students seeking post-baccalaureate admission will be prepared as either a nurse practitioner or clinical nurse specialist as part of their program.

The Wegmans School of Nursing DNP program is registered by the New York State Education Department and accredited by the Commission on Collegiate Nursing Education.

Program Requirements

Doctor of Nursing Practice: Post-Master's Entry Program

Post-master's candidates are required to successfully complete a minimum of 33 credit hours, 1,000 hours of advanced practice clinical hours, and a DNP project.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Scholarship Core - *24 credits*

GNUR 701 - State of Nursing Science (3)
GNUR 702 - Foundations of Evidence-Based Practice & Applications in Advanced Practice Nursing (3)
GNUR 704 - Advanced Technology in support of Clinical Management (3)
GNUR 706 - Healthcare Systems, Policy & Law (3)
GNUR 707 - Biostatistics and Epidemiology (3)
GNUR 708 - Complex Systems & Leadership (3)
GNUR 710 - Complex Population Health (3)
GNUR 712 - Advanced Research Methods for Outcomes Evaluation & Policy Development (3)

DNP Clinical Core - *9 credits*

GNUR 709 - Nursing Practice Role Development (3)
GNUR 713 - Clinical Program Development (3)
GNUR 714 - Clinical Scholarship/Residency/Professional Seminar (3)

Total: 33 credits

Doctor of Nursing Practice: Post-Baccalaureate Entry Program

Post-baccalaureate candidates are required to successfully complete a minimum of 62-72 credit hours. Candidates meet with their academic faculty advisor to discuss specific degree requirements. Credit hours include courses in one of the following advanced practice roles: adult-gerontology primary care nurse practitioner, adult-gerontology acute care nurse practitioner, adult-gerontology clinical nurse specialist, primary care family nurse practitioner, or psychiatric mental health nurse practitioner. Candidates must also successfully complete 1,000 hours of advanced practice clinical hours and a DNP project.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Scholarship Core - *30-31 credits*

GNUR 503 - Nursing Research (3)
GNUR 558 - Capstone Development (2)
Choose **ONE**:
  ○ GNUR 559 - Capstone Implementation (2) CNS students only
  ○ GNUR 695 - NP Comprehensive Exam (1)
GNUR 701 - State of Nursing Science (3)
GNUR 702 - Foundations of Evidence-Based Practice & Applications in Advanced Practice Nursing (3)
GNUR 704 - Advanced Technology in support of Clinical Management (3)
GNUR 706 - Healthcare Systems, Policy & Law (3)
GNUR 707 - Biostatistics and Epidemiology (3)
GNUR 708 - Complex Systems & Leadership (3)
GNUR 710 - Complex Population Health (3)
GNUR 712 - Advanced Research Methods for Outcomes Evaluation & Policy Development (3)

DNP Clinical Core - *9 credits*

GNUR 709 - Nursing Practice Role Development (3)

GNUR 713 - Clinical Program Development (3)
GNUR 714 - Clinical Scholarship/Residency/Professional Seminar (3)

Direct Care Core - *9 credits*

GNUR 543 - Advanced Pathophysiology (3)
GNUR 570 - Pharmacology (3)
GNUR 571 - Diagnostic Reasoning (3)

Functional Role Courses - *13-23 credits*

Choose **ONE** functional role from the options below.

Adult/Gerontology Clinical Nurse Specialist (AGCNS)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 632 - Adult Applications of the Spheres of Influence CNS I (1)
GNUR 639 - Older Adult Applications of the Spheres of Influence CNS II (1)
GNUR 688 - Synthesis of the Spheres of Influence II (1)
GNUR 689 - Synthesis of the Spheres of Influence CNS Seminar I (1)
GNUR 699 - Issues in Acute Care (3)

Primary Care Family Nurse Practitioner (PCFNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 576 - Advanced Concepts in the Care of Women (3)
GNUR 577 - Advanced Concepts in the Care of Children (3)
GNUR 584 - FNP Diagnosis & Management of Adults Seminar (1)
GNUR 585 - FNP Diagnosis & Management of Older Adults Seminar (1)
GNUR 586 - FNP Diagnosis & Management for Women Seminar (1)
GNUR 587 - FNP Diagnosis & Management of Children Seminar (1)
GNUR 699 - Issues in Acute Care (3) (Elective)

Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 642 - AGPCNP Primary Care Diagnosis & Management Seminar II (1)
GNUR 644 - AGPCNP Primary Care Diagnosis & Management Seminar I (1)
GNUR 646 - AGPCNP Primary Care Diagnosis & Management Seminar III (1)
GNUR 648 - AGPCNP Primary Care Diagnosis & Management Seminar IV (1)
GNUR 669 - Complex Care of the Chronically Ill across Adulthood (3)
GNUR 699 - Issues in Acute Care (3)

Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 641 - AGACNP Acute Care Diagnosis & Management Seminar I (1)
GNUR 643 - AGACNP Acute Care Diagnosis & Management Seminar II (1)

GNUR 645 - AGACNP Acute Care Diagnosis & Management Seminar III (1)
GNUR 647 - AGACNP Acute Care Diagnosis & Management Seminar IV (1)
GNUR 669 - Complex Care of the Chronically Ill (3)
GNUR 699 - Issues in Acute Care (3)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

GNUR 513 - PMHNP Clinical Practicum I: (1)
GNUR 514 - PMHNP Clinical Practicum II: (1)
GNUR 515 - PMHNP Clinical Practicum III: (1)
GNUR 516 - PMHNP Clinical Practicum IV: (1)
GNUR 520 - Foundations of Advanced Psychiatric-Mental Health Nursing Practice (3)
GNUR 521 - Advanced Neuropsychiatric Assessment & Intervention (2)
GNUR 522 - Advanced Psychopharmacology (2)
GNUR 523 - Advanced Concepts in Psychotherapy with Individuals, Groups & Families (3)
GNUR 524 - Advanced Concepts in Health Integration (3)
GNUR 544 - Psychopathology & Differential Diagnosis (3)
GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)

Total: 62-72 credits

Progression Policy

All students matriculating into the Wegmans School of Nursing program are required to maintain an overall GPA of 3.0 (B) in the graduate program for progression.

If a student does not achieve a grade of "B" on the first attempt of any graduate and/or DNP course, the student may retake the course **once**. If the student does not achieve a grade of "B" or higher on the second attempt, the student will not be allowed to progress and will be dismissed from the program.

Failing **two** GNUR courses or **two** GNUR/GMHC courses for PMHNP students, or **one** GNUR or GMHC course twice will result in dismissal from the program. (A grade of *"U"* or a grade less than a B in courses noted above is equivalent to a course failure).

For post-baccalaureate student progression, students must meet the above requirements for progression in addition to the policies below:

Post-baccalaureate students must achieve a grade of B (84-86) or higher in the following: Scholarship Core courses (GNUR 503 and GNUR 702), all Direct Care courses (GNUR 543, GNUR 570, GNUR 571) and all clinical Functional Courses specific to the students program of study.

Clinical Seminar Progression

Clinical Seminars are graded Satisfactory or Unsatisfactory (S/U). For clinical seminar courses, students must earn a satisfactory grade based on clinical preceptor and faculty site visitor evaluations in order to be successful in the course.

A grade of "S" in the clinical seminar courses reflects the successful demonstration of APRN competencies noted on the clinical evaluation tool and is required in order to progress in the nursing curriculum. A grade of "U" is considered a failure in the course. If a student does not achieve a grade of "S" on the first attempt, the student may retake the course **once to achieve an "S."**

Clinical Learning Experiences

The graduate student completes all clinical courses as precepted practicum experiences. The NP programs have a total of 600 clinical hours; the CNS program has a total of 500 clinical hours. Due to the demand for preceptors, the Wegmans School of Nursing cannot permit students to take more than one clinical course/semester. It is the policy of the graduate nursing program that the student's clinical learning experiences are separate and apart from his or her position of employment. Precepted clinical experiences are in a wide variety of health care agencies. Students are required to sign a formal attestation form that communicates their understanding of the clinical placement process.

In each clinical course, students must be rated as "competent" by the clinical preceptor and faculty site visitor in order to successfully complete the course. Failure to be rated "competent" at the final clinical evaluation will result in a grade of "U" for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence.

Note: *At least 50 percent of the clinical hours for primary care program students must be in primary care settings.*

Grading Scale for Nursing Programs

A (95–100)
A- (90–94)
B+ (87–89)
B (84–86)*
B- (80–83)
C+ (77–79)
C (74–76)
C- (72–74)
F (73 and below)
FA- (failure due to absence)

Note: *Graduate students are expected to maintain a "B" average overall. Failure to do so will result in being placed on academic probation.*

Doctor of Nursing Practice (DNP) Courses

GNUR-503 Found of Nsg Research (3)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for the graduate program.

Attributes: TGNU ZCIV ZRES
Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-513 PMHNP Clinical Practicum I (1)

This course focuses upon the integration of knowledge from the biopsychosocial sciences in order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.Graded S/U.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-571 N C

GNUR-514 PMHNP Clinical Practice II (1)

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-513 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-515 PMHNP Clinical Pract. III (1)

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to Integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-514 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-516 PMHNP Clinical Practice IV (1)

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups thorough the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations.

Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-515 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-520 Fdtn of Adv Psych MH Pract (3)

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed practice. Legal/ethical issues are examined in relation to privacy, client preferences, family and community safety. Additionally, the principles and concepts of advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span is included. Emphasis is placed on inter-professional collaboration and the management of complex and/or chronic comorbidities. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU
Restrictions: Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP, DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-521 Adv Neuropsy Assess (2)

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

Attributes: TGNU
Pre-requisites: GNUR-571 C AND GNUR-520 Y C
Restrictions: Excluding: -Level: Undergraduate

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based guidelines and protocols in treating acute symptoms and preventing relapse.

Attributes: TGNU
Pre-requisites: GNUR-570 Y C
Restrictions: Including: -Level: Practice Doctorate, Graduate

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of the major approaches to psychotherapy, including psychoanalytic, psychodynamic, cognitive, behavioral, trauma-focused therapies and others of significance are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined. Ethical issues, multicultural considerations, intervention techniques and specific practical issues related to psychotherapy will also be examined.

Attributes: TGNU
Pre-requisites: GNUR-545 Y C
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-524 Adv Cncpts Health Intgrtn (3)

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU
Pre-requisites: GNUR-523 C
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-543 Advanced Pathophysiology (3)

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Additional fees apply.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGNU
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGNU
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-558 Capstone Development (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-558 GNUR Capstone I (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-559 GNUR Capstone II (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU
Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-559 Capstone Implementation (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU
Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-564 MAT 8 hour Training (0)

Medication Assisted Therapy 8-hour course.This course provides 8 hours of the 24 hours of education needed by APRNs to receive a waiver to prescribe buprenorphine in an office setting.

Attributes: TGNU
Pre-requisites: GNUR-570 Y C
Restrictions: Including: -Program: CERT Psych Mental Health NP, Doctor of Nursing Practice, Doctor of Nursing Practice, MS Adult/Gero Acute Care NP, MS Adult CNS, MS Adult/Gero Primary Care NP, MS Primary Care Family NP, MS Psych Mental Health NP

GNUR-566 Adv Con Care Older Adults (3)

This is the foundational course for the care of the older adult . The course focuses the unique dimensions of care of the older adult within the context of normal aging. Health promotion, disease prevention, physical, functional and health restoration across the continuum of care are emphasized. Students will apply and integrate evidence-based clinical decision-making skills to develop, implement and evaluate the management of common health problems in older adults. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are integrated and addressed. The content can be applied and utilized by the nurse practitioner and clinical nurse specialist

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults (3)

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the nurse practitioners and clinical nurse specialists.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Practice Nursing, Advanced Nursing Practice

GNUR-568 MAT 16 hour Training (0)

Medication Assisted Therapy 16 hour course.This course provides the 16 hours of additional education needed by APRNs who have already taken the 8 hour course to receive a waiver to prescribe buprenorphine. This course provides more emphasis on co-occurring disorders, interprofessional collaboration, and prescription of buprenorphine to specialty populations.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-520 Y C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Practice Nursing, Advanced Nursing Practice

GNUR-570 Pharmacology (3)

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Additional fees will apply.

Attributes: TGNU
Pre-requisites: GNUR-543 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women (0 TO 3)

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children (3)

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-579 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Advanced Practice Nursing students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Attributes: TGNU
Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-584 FNP DxMgmt of Adults (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-584 C

GNUR-586 FNP DxMgmt Care of Women (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

GNUR-587 FNP DxMgmt of Children (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

GNUR-596 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-632 Adult CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-632 Adult App of CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-639 Older Adult CNS SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-645 AGNP AC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-643 C AND GNUR-669 Y C

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-646 C AND GNUR-669 Y C

GNUR-669 Complex Chronically ILL (3)

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses

including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advance practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-687 Adv Prac Care Children CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.Graded S/U.

Attributes: TGNU ZCLX
Pre-requisites: GNUR-571 C AND GNUR-577 Y C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-688 Synthesis of the SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. Students will articulate and address system level clinical problems relevant to the adult-gerontology population. Students will also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles..

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)
Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adult CNS, MS Adv Practice Nursing: CNS

GNUR-688 Synthesis Practicum CNS (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize

knowledge across the three spheres of impact and apply them to a systems/organization setting. Students will articulate and address system level clinical problems relevant to the adult-gerontology population. Students will also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles..

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)
Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adult CNS, MS Adv Practice Nursing: CNS

GNUR-689 Synthesis of the SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of impact. This clinical practicum will allow the student to apply the principles of clinical management while utilizing resources and program management skills at a systems level.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

GNUR-695 Comprehensive Exam II (1 TO 2)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Attributes: TGNU
Pre-requisites: -

GNUR-695 NP Comprehensive Exam (1)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Attributes: TGNU
Pre-requisites: -

GNUR-698 Capstone Continuation (1)

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 559 faculty and submit a plan for completion of the project

in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time.

If the Capstone is accepted by their advisor at the end of this course, GNUR 559 and 698 will be graded S.

If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in 559 and both instances of GNUR 698.

Graded S/U.

Permission of Program Director is required to register.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-558 S
Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-699 Issues in Acute Care (3)

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C
Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-701 Found of Nursing Science (3)

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory and research, and their effect on the structure of nursing knowledge, are discussed. Concepts, conceptual models and theories for nursing practice are examined.

Attributes: TGNU ZRES
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-702 Ev Based Research for APN (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate

research-based nursing practice while working in interprofessional teams. Methods for clinical practice improvement using evidence- based practice (EBP) are examined. Content includes critical appraisal of research evidence, interpretation of statistical analyses, and methods of research application and synthesis. The course will explore practice areas where evidence-based integration are needed and facilitate the movement of evidence-based quality initiatives.

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-704 Adv Tech in Clinical Mgmt (3)

This hybrid course includes an exploration of the advanced practice nurse's role in health care planning using current technologies and information systems to monitor and improve the efficacy, quality, and safety of health care. Trends in legislation impacting the growth of information technology are investigated along with the ethical and legal dimensions of informatics and the access to patient information. Consideration is given to technologies that support communication, administrative systems, research, education, and clinical decision-making. Theory is applied through a clinical experience with targeted projects in conjunction with professionals using health information technology in practice

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-704 Adv Tech Info Sys Clin Man (0 OR 3)

This hybrid course includes an exploration of the advanced practice nurse's role in health care planning using current technologies and information systems to monitor and improve the efficacy, quality, and safety of health care. Trends in legislation impacting the growth of information technology are investigated along with the ethical and legal dimensions of informatics and the access to patient information. Consideration is given to technologies that support communication, administrative systems, research, education, and clinical decision-making. Theory is applied through a clinical experience with targeted projects in conjunction with professionals using health information technology in practice

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-706 HC Systems, Pol & Law (3)

This course analyzes the role of government in managing and servicing the healthcare needs of the United States; explores the legal foundation for the healthcare system under the constitution, state and federal laws and the common law; details the critical US health care policy issues and the various state, federal and private healthcare delivery systems; analyzes the various forms of healthcare delivery here and abroad and the role of advocates in the development and implementation of those systems; and, examines and encourages the role of advanced practice nurses in all of these facets of the nation's healthcare system.

Attributes: TGNU

GNUR-707 Biostatistics and Epi (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical

research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Attributes: TGNU ZRES
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice - Level: Graduate

GNUR-708 Complex Sys and Leadership (3)

This course examines organizational and systems theories. The role of organizational cultures and their importance in affecting change are examined. Emphasis is placed on the development of skills essential to manage change, empower others, and influence organizational processes in health care environments; health system assessment and intervention design is included. Leadership models and strategies, based on contemporary science from nursing and other disciplines, are examined. Conflict management, strategic planning and interprofessional and intraprofessional team work will be evaluated, including the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Students will apply economic and finance principles necessary to analyze practice quality and costs, as well as evaluate the cost effectiveness of care when redesigning effective and realistic care delivery strategies. Leadership ethics are integrated throughout the course. To further acquire leadership knowledge and skills, students actively participate in experiential learning with select leaders in a variety of healthcare systems and settings

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Program: DNP Adult/Gero Acute Care NP, Doctor of Nursing Practice, Doctor of Nursing Practice, MS Adult/Gero Acute Care NP, MS Adult CNS, MS Adult/Gero Primary Care NP, MS Adv Practice Nursing Educ, MS Adv Practice Nursing:FNP, MS Advanced Nursing Practice, MS Adv Practice Nursing: CNS, MS Primary Care Family NP, MS Psych Mental Health NP

GNUR-709 Nur Practice Role Develop (3)

This first of three clinical courses begins focused work on the students' DNP project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and Pachacek's model as a framework. DNP students identify a clinical mentor and faculty advisor for their DNP project with the intent to change practice. At the end of the course, the student will present an initial proposal for their DNP project which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-707 C
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-710 Complex Pop Health (3)

Analysis of vulnerable populations within the context of trauma informed care and the factors that contribute to the health of these populations is the focus of this course. Themes for working with vulnerable populations include: trauma informed care, poverty, social determinants of health, chronic disease management, practice improvement, rural and urban health care, transitions in care, community-based care, and practice partnerships. The relationship between vulnerable populations including those living in poverty in both rural and urban settings, the chronically ill, and clinical

practice environments will be examined on a global, national and regional level. Social determinants of health, previous traumas and systems based barriers will be analyzed within the context of health care systems. Strategies to provide population centered care will be proposed and employed by the student. Using these population-based strategies for health improvement, students will apply the integrative model of community health promotion and perform a community assessment of a vulnerable population with complex needs.

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-712 Adv Res Out Eval Pol Dev (3)

This course focuses on the critical analysis, synthesis and application of multiple research methods to improve clinical practice outcomes and to inform health policy. Emphasis will be placed on bridging the gap between research and practice. The course will look beyond the traditional research methods to use action research, community-based research and translational research methods. Research supports such as power analysis, data management including large data sets, measurement strategies and epidemiologic designs and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in using research methods to improve clinical outcomes and develop or support healthcare policy. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The repetitive, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-713 Clinical Prog Development (3 TO 5)

This second of three clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and Pachacek's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-714 Clinical Scholarship Cap (3)

Students will undertake a DNP project as part of this capstone course in the Doctor of Nursing Practice program. The DNP project will include a needs assessment, program/project development, an evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and a cost/benefit analysis. The DNP project will be developed in consultation with the student's DNP project committee.

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-751 Advanced Cl Practicum (3)

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-682 C OR GNUR-688 C

GNUR-796 Independent Study (1 TO 4)

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU ZRES
Pre-requisites: GNUR-701 C AND GNUR-715 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice

GNUR-798 DNP Project Seminar (0)

This course allows the DNP student to demonstrate synthesis of the GNUR clinical courses and allows the student time to complete their DNP project. Following SJF IRB approval, and the required organizational approvals, DNP students in this course will work independently on their DNP project, while progressing through the steps of project implementation and evaluation.

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S
Restrictions: Including: -Major: Nursing Practice, Nursing Practice

Master of Science in Mental Health Counseling (M.S.)

Overview

Rob Rice , *Chair*

Building on the mission of St. John Fisher University, the Mental Health Counseling program's mission is to deliver culturally informed personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as facilitating the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

Program Objectives

Demonstrate professional skills and personal qualities required for working as an effective counselor in an integrated setting Demonstrate a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual Demonstrate the ability to use a diverse range of evidence-based intervention

strategies Develop appropriate intervention plans based upon knowledge of culturally relevant variables in client care, including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability status Demonstrate professional behavior consistent with ethical guidelines of Mental Health Counseling professional organizations and regulatory agencies.

Through Fisher's mental health counseling program, you will become licensed to treat adults/children with emotional, mental, and physical challenges. The curriculum examines the psychological foundations of mental health and related developmental issues. The role of diagnostic assessment, including both its strengths and limitations, is a focal point of the program.

Courses offer you in-depth, practical insight into counseling areas such as:

> Professional identity
> Social and cultural diversity
> Human growth and development
> Helping relationships
> Career development
> Group work
> Research
> Program evaluation
> Evidence-based intervention skills

Two options exist within the program. You can earn either your master's degree (60 credits) which can be obtained in two years of full-time study or 3 years part-time (including summers) , or an advanced certificate in mental health counseling. The latter is ideal if you already possess a master's degree in counseling or a related discipline but wish to build upon your educational foundation in the field. Late afternoon and evening classes help you work toward your degree or certification with minimal interruption to your busy schedule.

Program Requirements

M.S. in Mental Health Counseling

It is recommended that you have completed undergraduate courses in abnormal psychology, developmental psychology, research methods, theories of personality, statistics, and tests and measurement.

Requirements

The number of credits for each course is designated in parentheses after the course title.

> GMHC 500 - Mental Health Counseling as a Profession (3)
> GMHC 510 - Counseling Theories and Strategies (3)
> GMHC 515 - Social and Cultural Diversity (3)
> GMHC 520 - Assessment in Counseling (3)
> GMHC 525 - Psychopathology and Differential Diagnosis (3)
> GMHC 530 - Treatment Planning and Intervention (3)
> GMHC 540 - Group Theory and Process (3)
> GMHC 550 - Counseling Practicum (3)
> GMHC 575 - Research and Program Evaluation (3)
> GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)
> GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)
> GMHC 600 - Family and Partner Counseling (3)
> GMHC 603 - Human Development in Counseling (3)

GMHC 610 - Adult Lifestyle and Career Counseling (3)
GMHC 620 - Crisis and Trauma Counseling (3)
GMHC 630 - Substance Use Counseling (3)
GMHC 650 - Counseling Internship (9)
GMHC XXX (3)

Total: 60 credits

Student Outcomes

Program Evaluation Report [pdf] - January 2023
Vital Statistics Survey

Certificate of Advanced Study

The basic program for the Certificate of Advanced Study entails a total of 18 credit hours: 12 credits of coursework and 6 credits of supervised internship that require a minimum of 600 clock hours providing mental health counseling services in an approved clinical setting under supervision.

Requirements

The number of credits for each course is designated in parentheses after the course title.

GMHC 500 - Mental Health Counseling as a Profession (3)
GMHC 525 - Psychopathology and Differential Diagnosis (3)
GMHC 530 - Treatment Planning and Intervention (3)
GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)
GMHC 650 - Counseling Internship (6)

Total: 18 credits

Undergraduate Students- Fast-Track to M.S. Mental Health Counseling

The Department of Psychology also offers a five-year fast-track program with the Masters in Mental Health Counseling which allows students to complete their undergraduate degree early and transition into the graduate program during their fourth year. Please discuss the program with the Department of Psychology.

Master of Science in Mental Health Counseling (M.S.) Courses

GMHC-500 Mental Health Counseling (3)

This course examines the historical movement and professional evolution of the mental health counseling profession, including requirements for licensure. Because effective practitioners must maintain currency in the daily implementation of their skills, the course also explores both contemporary and continuing issues such as ethics, legalities, personal values, consultation and accountability. Included in the course will be lectures, videotapes, group discussions, guest speakers, and the sharing of student research projects. A mandatory training session on the identification and reporting of child abuse and neglect is included.

Attributes: TGMH ZCLX
Restrictions: Including: -Level: Graduate

GMHC-505 IPE TeamSTEPPS (0)

This training is designed for nursing, pharmacy and mental health counseling students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based inter-professional practice. At the completion of this training, students acquire skills to: recognize opportunities to improve patient safely; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Attributes: TGMH
Restrictions: Including: -Major: Mental Health Counseling

GMHC-510 Counseling Theories (3)

This course is the first in a series of counseling courses that are intended to lead to a successful placement and experience in an internship site. This course focuses on an introduction to counseling theories and strategies from a variety of theoretical perspectives. The main focus will be on facilitating the new student's awareness of the different evidence-based intervention strategies. Emphasis will be on developing strategies that match the client's needs and are consistent with the therapist's style.

Attributes: TGMH
Restrictions: Including: -Level: Graduate

GMHC-515 Social Cultural Diversity (3)

This course focuses on the process of counseling, with a primary emphasis on the development of cultural self-awareness, knowledge, and skills regarding working with clients from diverse backgrounds in order to become a culturally responsive therapist. The American Counseling Association's multicultural competencies for counselors will be used as part of this course.

Formerly titled: Process of Counseling

Attributes: TGMH ZEXL
Pre-requisites: GMHC-510 C

GMHC-520 Assessment in Counseling (3)

This course reviews the basic assessment procedures and tests used inassessment by mental health counselors. Students will learn how to
select, evaluate, and interpret scores on tests of cognitive ability, memory,
individual and academic achievement, personality, and social and emotional
functioning. In addition, students will learn to administer tests commonly
used in the practice of mental health counseling. An introduction to issues
and strategies for behavioral assessment, suicide and lethality assessment,
psychosocial assessment, and mental status exam through interviewing strategies and practice will also be covered, with emphasis on integrating a variety of assessment tools and culminating in oral and written reports.

Additional fees apply.

Attributes: TGMH ZEXL

GMHC-525 Psychopathology&Diagnosis (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders. These strategies will help students develop skills in differential diagnosis for use in treatment planning. Advanced awareness of the DSM-V and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGMH
Restrictions: Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

GMHC-530 Treatment Plan&Interventn (3)

This course integrates assessment and diagnosis of psychological disorderswith the development of appropriate treatment plans and interventions
to facilitate therapeutic changes in clients. Students will be introduced
to several research-based (evidence-based) treatment strategies to treat
commonly encountered psychological disorders in settings where mental
health counselors work. The course will focus on: (1) integrating evidence-based
practices with a relational/humanistic orientation to the client
change process; (2) practicing interview methods to identify symptoms
(cognitive, emotional, and behavioral) for change, while being sensitive
to multicultural differences; (3) identifying appropriate goals, objectives,
and specific treatment methods that are consistent with evidence-based
practices; (4) describing and demonstrating, as appropriate, the protocols
that are used to treat individuals with different diagnoses; and (5) learning
about the elements of formal treatment plans and how to review them for
efficacy and make relevant changes in response to emerging client needs.

Attributes: TGMH ZCLX
Pre-requisites: GMHC-500 C AND GMHC-510 C AND GMHC-520 C AND GMHC-525 C

GMHC-540 Group Therapy & Process (3)

This course is a review of current theory and research on group counseling and the application of these concepts to real-life groups. In this course, students will analyze behavior as applied to group dynamics. Among the topics covered are group formation, cohesion, conformity and influence, leadership, group performance, decision-making, conflict, and groups as agents of change. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative situations is emphasized. Additionally, each student is required to integrate theories of group process with practices of group counseling in an experiential format. A wide variety of techniques and skills used in group therapy will be introduced.

Attributes: TGMH
Pre-requisites: GMHC-510 C
Restrictions: Including: -Major: Mental Health Counseling

GMHC-550 Counseling Practicum (3)

This course is the first opportunity for students to apply their skills in amental health setting by providing counseling services to clients under the

supervision of a faculty instructor and a site supervisor. The settings offered for practicum are based on the needs and interests of students and the availability of qualified supervisors. The student spends 100 clock hours during the semester on-site. It is expected that a minimum of 40 hours are spent providing direct clinical service in both individual and group counseling sessions. Students receive at least one hour of weekly individual supervision from a faculty instructor and 1.5 hours of group supervision per week from program faculty. No more than 6 students are in each Counseling Practicum section. The supervised counseling sessions facilitate each student's personal and professional growth. Feedback from the site supervisor and the faculty member helps students to identify strengths and areas needing improvement that are further developed in their internship. Graded S/U.

Additional fees apply.

Attributes: TGMH ZCIV
Pre-requisites: GMHC-500 C AND GMHC-510 C AND GMHC-515 C AND GMHC-520 C AND GMHC-525 C AND GMHC-530 C AND GMHC-540 C

GMHC-570 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Mental Health Counseling students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Attributes: TGMH
Restrictions: Including: -Major: Mental Health Counseling

GMHC-575 Research & Prog Eval (3)

This is a hands-on applied research methods course. The purpose of this course is to provide the student with the skills to understand the research process and techniques and to evaluate a program. During this course, students gain in-depth knowledge of evaluation by (a) first reading about it and then (b) conducting their own research/evaluations. Each student will participate in an evaluation project. The goal is to facilitate students' progression from educated researcher to beginning evaluator.

Attributes: TGMH ZCIV

GMHC-585 Psychopharm Intervention (3)

This course provides an overview of the central nervous system, neural communication, the neurobiology of mental disorders, basic principles of pharmacology, and the pharmacotherapy of mental disorders. Students will learn the use and side effects of the major classes of psychotropic medications and how to combine them with psychosocial interventions. Related topics include herbals and supplements, other somatic treatments, consideration of gender-specific issues in

psychopharmacology, and an understanding of basic lab abnormalities. Students will develop a knowledge base and practical skills that will facilitate collaboration with prescribers and other professionals in a multidisciplinary team setting in order to promote the health and recovery of their clients.

Attributes: TGMH
Pre-requisites: GMHC-525 Y C

GMHC-590 Child & Adol Disorders (3)

This course will review advanced assessment and treatment processes used by mental health counselors who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a psychological report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGMH ZCLX
Pre-requisites: -
Restrictions: Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

GMHC-600 Family&Partner Counseling (3)

This course will introduce students to the history and evolution of the field of family therapy and the various traditional and contemporary models of family therapy used by family and couples counselors. Integrative and evidence-based strategies designed to help families and couples facilitate resolution of their challenges will be presented using a variety of methods, including live demonstration, case study and video analysis. In addition, students will be able to explore a variety of contemporary topics in family therapy, including divorce, cultural issues, substance abuse, and pertinent ethical and professional issues relevant to the practice of family and partner counseling.

Attributes: TGMH ZEXL
Pre-requisites: GMHC-510 C

GMHC-603 Human Dev in Counseling (3)

This course presents an overview of human growth and development based upon a lifespan approach that provides an understanding of the nature and needs of individuals at all developmental levels, from infancy through advanced age. Emphasis is placed upon using developmental theory as a means for understanding the counseling process.

Attributes: TGMH ZRES

GMHC-605 Human Sexuality/Counseling (3)

Knowledge of normal sexual development and sexual dysfunctions are important for the professional mental health counselor. This course will cover sociocultural foundations of the study of sexuality, basic anatomy and physiology, major sexual dysfunctions and disorders, diagnosis and treatment, and the counselor's role.

Attributes: TGMH ZCLX
Pre-requisites: GMHC-510 C

GMHC-610 Adult Career Counseling (3)

This course is designed to focus upon adult development including career choices and family dynamics. The role of work in people's lives often creates challenges in terms of living arrangements and family systems. Students will explore the issues in counseling adults with challenges related to the work setting. Students will learn to identify and use assessment strategies related to career choice, apply counseling theories to issues revolving around careers, and facilitate clients' goals and choice of appropriate career pathways.

Additional fees apply.

Attributes: TGMH ZCLX
Pre-requisites: GMHC-510 C

GMHC-620 Crisis & Trauma Counseling (3)

This course is designed to help students acquire an understanding of the theory and practice of counseling individuals in a crisis and/or intervening to address sequelae of traumatic experiences. Models of crisis assessment and intervention will be presented with emphasis on a developmental-ecological approach. Core counseling skills that are critical to an effective response to crises will be reviewed along with evaluation of an individual's response in terms of diagnostic criteria for relevant mental disorders. Suicide and homicide assessment and intervention will be covered in detail. Crisis assessment and intervention will be guided by examining examples (scenarios) in the life of individuals who have encountered, or are currently dealing with, situations including, but not limited to, sexual assault, relationship violence, loss and bereavement, natural disasters, military combat, and terrorism.

Attributes: TGMH
Pre-requisites: GMHC-515 C

GMHC-630 Substance Use Counseling (3)

The primary goals of the course are to acquire a fundamental understanding of the biopsychosocial context of substance use disorders and to learn counseling competencies that are based in theory and are associated with positive treatment outcomes. The topics addressed include the nomenclature (language) of addiction and recovery, information about the physical effects of the major drugs of abuse, approaches to assessment and diagnosis of substance use disorders, treatment planning and models of treatment intervention that are tied to identified client needs, multicultural counseling issues, the role of the family in treatment, self-help programs, and working with special populations. A major emphasis in this course is learning about Motivational Interviewing and the application of the Transtheoretical Model of Change to substance abuse counseling. The methods that will be used to impart knowledge and acquire and practice skills include reading assignments, didactic instruction, role-play and demonstrations, video presentations, and interactions with persons in recovery and with professionals in the field.

Formerly titled: Substance Abuse Counseling

Attributes: TGMH ZCLX
Pre-requisites: -

GMHC-630 Substance Use Counseling (3)

The primary goals of the course are to acquire a fundamental understanding of the biopsychosocial context of substance use disorders and to learn counseling competencies that are based in theory and are associated with positive treatment outcomes. The topics addressed include the nomenclature (language) of addiction and recovery, information about the physical effects of the major drugs of abuse, approaches to assessment and diagnosis of substance use disorders, treatment planning and models of treatment intervention that are tied to identified client needs, multicultural counseling issues, the role of the family in treatment, self-help programs, and working with special populations. A major emphasis in this course is learning about Motivational Interviewing and the application of the Transtheoretical Model of Change to substance abuse counseling. The methods that will be used to impart knowledge and acquire and practice skills include reading assignments, didactic instruction, role-play and demonstrations, video presentations, and interactions with persons in recovery and with professionals in the field.

Formerly titled: Substance Abuse Counseling

Attributes: TGMH ZCLX
Pre-requisites: -

GMHC-632 ATOD Topics for Counselors (3)

This course will address key topics pertaining to the use, abuse and dependency on alcohol, tobacco and other drugs (ATOD) to promote understanding of factors that underlie prevention and treatment of addiction. It seeks to broaden the student's knowledge of historical facts about ATOD to include social, cultural and political influences on use as well as etiological models that have been advanced to explain dependence and addiction. This course will also examine topics that pertain to physical and pharmacological effects of drugs of abuse, medical diseases and conditions associated with abuse and provide an overview of approaches that are considered to be effective in screening, evaluating and treating addiction to ATOD. Finally, this course will cover approaches to family and community education and prevention to encourage wellness and increase understanding of addiction.

Attributes: TGMH

GMHC-634 Animal Assisted Psychother (3)

Animals have been aids to humans for centuries. In our modern times we have now chosen to utilize them as helpers in the psychotherapeutic process. While much of the research on animal assisted therapy is qualitative and full of personal description, researchers are now beginning to study the use of animals in a quantitative manner. Research with animals as psychotherapy assistants suggests that humans show signs of reduced stress, fear and anxiety, and increased calmness and comfort when the right animal is present. Animal assisted therapy, as a complementary therapy, has been beneficial to both children and adults in individual and group settings. This course will cover the foundations of animal assisted mental health and psychotherapy with an emphasis on equine and canine –assisted approaches. The basic skills and knowledge necessary to incorporate animal assisted methods in your practice will be gained by participation in this course. Credit toward certification in equine assisted psychotherapy may also be possible.

Attributes: TGMH

GMHC-636 Neurology in Counseling (3)

This course will enable students to gain an understanding of how the different regions of the brain function and influence emotional states. Students will be exposed to the latest research in the neurosciences which relate to the formation neural pathways and how normally healthy pathways can

get distorted in predictable ways related to specific mental disorders. The course will summarize advances in the neurosciences and how these findings can be applied to those assisting individuals with medical, mental health and/or substance use needs to inform more effective clinical interventions. Additionally, the role of motivation, attachment, trauma, parental consistency, and need fulfillment will be explored to help practitioners better understand and facilitate change on a physiological level. The goal is to share these findings in language students can understand, to clearly illustrate the interactions of the various brain mechanisms and to contrast unhealthy vs. healthy brain functioning. A biopsychosocial perspective will benefit those interested in the integration of physical health, mental health, and substance use needs to guide interventions and reduce stigma through the normalization of disorders via an increased understanding of physiology and neurology.

Attributes: TGMH

GMHC-650 Counseling Internship (3 TO 12)

GMHC-650 Counseling Internship (3 TO 12) The internship is the post-practicum "capstone" clinical experience of the program in which students, under the supervision of a qualified site supervisor, are expected to refine and enhance their assessment and counseling skills in the delivery of evidence-based treatment services to individuals, groups, couples, and families. The 9 credits of internship typically extend over three semesters with students spending a total of 600 clock hours in clinical settings, of which a minimum of 240 hours must be spent in providing direct service. In the typical sequence, students enroll in six credit hours of internship in a semester and spend 200 clock hours at the agency site. Individual supervision sessions conducted by the site supervisor will occur one hour per week, and students will attend group supervision facilitated by a faculty member 1.5 hours per week throughout the internship. The internship will typically be completed in two different settings, one of which will be in the same setting as the practicum, in order to expose students to a broad range of clinical populations and mental health delivery systems. The experience will be designed in a way that students gradually gain the knowledge, skills, and confidence to work more independently so that, upon graduation, they can function autonomously within the mental health setting of their choice. Graded S/U.

Attributes: TGMH ZCIV
Pre-requisites: GMHC-550 S

GMHC-675 Thesis (3)

This elective course is designed to prepare those students who plan to continue in academic settings. Students will engage in independent research of the topic of their choice. Students will be expected to develop a research question, review the associated literature, conduct an independent investigation into the topic, and prepare a scholarly paper and oral presentation of their results. Permission of the instructor required for registration.

Attributes: TGMH ZRES
Pre-requisites: GMHC-575 C

GMHC-680 Integrated Care Indp Study (3)

Student will learn the SAHMSA levels of integration and assist with pre and post-assessment process for community partners involved in a HRSA grant focusing on integrated health care. Student will also assist with research related to the development of new technologies for use in integrated health care, including an app and virtual reality technology intended to help young people with trauma histories and cancer patients being treated with chemotherapy respectively

Attributes: TGMH ZCIV ZEXL
Restrictions: Including: -Major: Mental Health Counseling

GMHC-699 Health Integration Seminar (0)

Required seminar for GNUR and GMHC BHWET grant recipients. Open to others with approval from Grant co-PIs.

Attributes: TGMH
Pre-requisites: GMHC-500 C OR GNUR-520 C

Master of Science in Nursing (M.S.)

Overview

Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*

Dr. Donna Tydings, *Graduate Program Chair*

The Wegmans School of Nursing offers five advanced practice (APRN) degree options:

Primary Care Family Nurse Practitioner (PCFNP), which qualifies the graduate to seek certification and employment as a family nurse practitioner.
Adult- Gerontology Clinical Nurse Specialist (AGCNS), which qualifies the graduate to seek certification as a clinical nurse specialist in the adult gerontology clinical specialty.
Adult- Gerontology Primary Care Nurse Practitioner (AGPCNP), which qualifies the graduate to seek certification and employment as a nurse practitioner in this primary care specialty.
Adult- Gerontology Acute Care Nurse Practitioner (AGACNP), which qualifies the graduate to seek certification and employment as a nurse practitioner in this acute care specialty.
Psychiatric Mental Health Nurse Practitioner (PMHNP), which qualifies the graduate to seek certification and employment as psychiatric mental health nurse practitioner.

Post-master's advanced certificates and Doctor of Nursing Practice (DNP) options are available in all five program areas noted above.

Study in any of these programs prepares students to continue on to a doctoral program of study, if that is a career goal. In addition, the Wegmans School of Nursing offers the Doctor of Nursing Practice degree program, which builds upon the master's programs.

Program Requirements

M.S. in Nursing

The Master of Science in Nursing offers five APRN programs of study. Total program credits vary based on selected program of study.

Requirements

The number of credits for each course is designated in parentheses after the course title. For courses with a precepted clinical component, the number of hours required is also designated in parentheses.

Scholarship Core - *21-22 credits*

GNUR 503 - Foundations in Nursing Research (3)
GNUR 558 - Capstone Development (2)
Choose ONE:
- GNUR 559 - Capstone Implementation (2) CNS students only
- GNUR 695 - NP Comprehensive Exam (1) NP students only

GNUR 702 - Foundations of Evidence-Based Practice in Advanced Practice Nursing (3)
GNUR 704 - Advanced Technology in support of Clinical Management (3)
GNUR 706 - Healthcare Delivery Systems, Policy & Law (3)
GNUR 707 - Biostatistics and Epidemiology (3)
GNUR 708 - Complex Systems & Leadership (3)

Direct Core - *9 credits*

GNUR 543 - Advanced Pathophysiology (3)
GNUR 570 - Pharmacology (3)
GNUR 571 - Diagnostic Reasoning/Assessment (3)

Specialty Clinical Core - *13-23 credits*

Choose **ONE** clinical core grouping from the options below.

Adult- Gerontology Acute Care Nurse Practitioner (AGACNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 641 - AGACNP Acute Care Diagnosis & Management Seminar I (1) (150)
GNUR 643 - AGACNP Acute Care Diagnosis & Management Seminar II (1) (150)
GNUR 645 - AGACNP Acute Care Diagnosis & Management Seminar III (1) (150)
GNUR 647 - AGACNP Acute Care Diagnosis & Management Seminar IV (1) (150)
GNUR 669 - Complex Care of Chronically Ill Adult (3)
GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for state certification as an adult gerontology acute care nurse practitioner and national, professional certification.

Adult- Gerontology Clinical Nurse Specialist (AGCNS)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 632 - Adult Applications of CNS Spheres of Influence I (1) (125)
GNUR 639 - Older Adult Applications of CNS Spheres of Influence II (1) (125)
GNUR 688 - Synthesis of the Sphere of Influence II (1) (125)
GNUR 689 - Synthesis of the Spheres of Influence I CNS Seminar (1) (125)
GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for **New York** state certification as an adult health clinical nurse specialist and national, professional certification.

Adult- Gerontology Primary Care Nurse Practitioner (AGPCNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 642 - AGPCNP Primary Care Diagnosis & Management Seminar I (1) (150)
GNUR 644 - AGPCNP Primary Care Diagnosis & Management Seminar II (1) (150)
GNUR 646 - AGPCNP Primary Care Diagnosis & Management Seminar III (1) (150)
GNUR 648 - AGPCNP Primary Care Diagnosis & Management Seminar IV (1) (150)
GNUR 669 - Complex Care of Chronically Ill Adult (3)
GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for state certification as an adult/adult gerontology primary care nurse practitioner and national, professional certification.

Primary Care Family Nurse Practitioner (PCFNP)*

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
GNUR 567 - Advanced Concepts in the Care of Adults (3)
GNUR 576 - Advanced Concepts in the Care of Women (3)
GNUR 577 - Advanced Concepts in the Care of Children (3)
GNUR 584 - FNP Diagnosis and Management of Adults Seminar (1) (150)
GNUR 585 - FNP Diagnosis and Management of Older Adults Seminar (1) (150)
GNUR 586 - FNP Diagnosis and Management Care of Women Seminar (1) (150)
GNUR 587 - FNP Diagnosis and Management of Children - Seminar (1) (150)

*Students in the PCFNP program may elect to add GNUR 699 - Issues in Acute Care (3 credits) to their degree program.

Graduates are eligible for state certification as a primary care family nurse practitioner and national, professional certification.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

GNUR 513 - PMHNP Clinical Practicum I: (1) (150)
GNUR 514 - PMHNP Clinical Practicum II: (1) (150)
GNUR 515 - PMHNP Clinical Practicum III: (1) (150)
GNUR 516 - PMHNP Clinical Practicum IV: (1) (150)
GNUR 520 - Foundations of Advanced Psychiatric-Mental Health Nursing Practice (3)
GNUR 521 - Advanced Neuropsychiatric Assessment & Intervention (2)
GNUR 522 - Advanced Psychopharmacology (2)
GNUR 523 - Advanced Concepts in Psychotherapy with Individuals, Groups & Families (3)
GNUR 544 - Psychopathology & Differential Diagnosis (3)
GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)

Graduates are eligible for state certification as a psychiatric mental health nurse practitioner and national, professional certification.

Total: 43-50 credits

Post-Master's Certificates

Adult Gerontology Clinical Nurse Specialist

Nurses who hold a master's degree in nursing or a non-clinical master's degree and are interested in becoming an adult gerontology clinical nurse specialist may be eligible for a post-master's advanced certificate. The post-master's advanced certificate program requires the student to complete coursework in the clinical nurse specialist program. All students entering the post-master's APRN advanced certificate program will have a gap analysis completed to determine their individual plan of study.

Upon completion of this variable-credit program, the nurse will be eligible for certification as an Adult CNS in New York State and national professional CNS certification.

Note: *Students with a non-nursing master's degree may need to take additional courses from the core.*

All Nurse Practitioner Programs

Nurses who hold a master's degree in nursing or a non-clinical master's degree and are interested in becoming a nurse practitioner may eligible for a post-master's advanced certificate as a nurse practitioner.

The post-master's advanced certificate program requires the student to complete coursework in the selected NP program of study. All students entering the post-master's APRN advanced certificate program will have a gap analysis completed to determine their individual plan of study.

Students who have already completed a master's program (either NP or non-NP) in nursing may be eligible for course waivers at the discretion of the program chair. All students entering the post-master's APRN advanced certificate program will have a gap analysis performed to determine their individual plan of study.

Upon completion of this variable-credit program, the nurse will be eligible for state and national certification in the selected NP role.

Accelerated Opportunity: B.S. to M.S. Option

Current undergraduate nursing students at St. John Fisher University may petition to complete graduate-level coursework during their senior year of undergraduate study. This offers an accelerated approach for qualified traditional baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The accelerated option allows specific graduate-level courses to be taken during the senior year. Students may take advantage of one or both accelerated options.

Note: *Approval to take graduate courses **does not guarantee** admission to the M.S. programs. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and Graduate Admissions for more information.*

Students beginning their study of nursing at St. John Fisher University follow the curriculum of the traditional nursing B.S. program. They may petition to take courses in the graduate program after all 300-level undergraduate courses have been completed with a GPA in nursing of 3.30 or higher. Students interested in an accelerated option should consult with their academic advisor and the graduate program director during their junior year at St. John Fisher University. Additional information will be provided during the J2 semester. Course enrollment is based on course availability.

Approved traditional baccalaureate students may pursue one or both of the following options:

First Semester Senior Year (S1)

Choose ONE of:

> GNUR 704 - Advanced Technology in support of Clinical Management (3)
> GNUR 707 - Biostatistics & Epidemiology (3)

Second Semester Senior Year (S2)

Choose ONE of:

> GNUR 704 - Advanced Technology in support of Clinical Management (3)
> GNUR 707 - Biostatistics & Epidemiology (3)

Enrollment Status

GNUR 704 or GNUR 707 is taken along with the other required undergraduate nursing courses. These courses are posted as graduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program.

The application of these GNUR fast track courses for graduate credit may be affected by curriculum changes in the graduate program in the future.

Accelerated Opportunity: RN to BS to M.S. Option

St. John Fisher University RN to BS online students may petition to complete graduate-level coursework during their undergraduate study. This offers an accelerated approach to R.N. baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The fast track options allow specific graduate-level courses to fulfill designated undergraduate requirements. Students may take advantage of one or both courses.

*Note: Approval to take graduate courses **does not guarantee** admission to the M.S. nursing program. Students who wish to pursue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and Graduate Admissions for more information.*

RN/BS program students with a nursing GPA of 3.30 or higher in nursing can substitute two graduate courses for two undergraduate nursing courses Students must have completed courses in nursing research, undergraduate health assessment, and introductory statistics with grades of "B" or higher and four undergraduate RN to BS courses. Students should consult with their academic advisor and complete the Petition for Graduate Courses form.

> GNUR 704 - Advanced Technology in support of Clinical Management (3)
> *in place of* NURS 456 - Informatics in Health Care(3)

–AND/OR–

> GNUR 707 - Biostatistics & Epidemiology (3)
> *in place of* NURS 459 - Capstone Professional Portfolio (3)

Enrollment Status

The completed graduate courses are posted as undergraduate credit on the student's academic record, and there is no additional charge for these courses for students in the undergraduate RN/BS online nursing program. The graduate courses are added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

The application of these GNUR fast track courses for graduate credit may be affected by curriculum changes in the graduate program in the future.

Master of Science in Nursing (M.S.) Courses

GNUR-503 Found of Nsg Research (3)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for the graduate program.

Attributes: TGNU ZCIV ZRES
Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-513 PMHNP Clinical Practicum I (1)

This course focuses upon the integration of knowledge from the biopsychosocial sciences in order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.Graded S/U.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-571 N C

GNUR-514 PMHNP Clinical Practice II (1)

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-513 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-515 PMHNP Clinical Pract. III (1)

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to Integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-514 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-516 PMHNP Clinical Practice IV (1)

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups thorough the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations. Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-515 S
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-520 Fdtn of Adv Psych MH Pract (3)

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed practice. Legal/ethical issues are examined in relation to privacy, client preferences, family and community safety. Additionally, the principles and concepts of advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span is included. Emphasis is placed on inter-professional collaboration and the management of complex and/or chronic comorbidities. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU
Restrictions: Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP, DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-521 Adv Neuropsy Assess (2)

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

Attributes: TGNU
Pre-requisites: GNUR-571 C AND GNUR-520 Y C
Restrictions: Excluding: -Level: Undergraduate

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based guidelines and protocols in treating acute symptoms and preventing relapse.

Attributes: TGNU
Pre-requisites: GNUR-570 Y C
Restrictions: Including: -Level: Practice Doctorate, Graduate

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of the major approaches to psychotherapy, including psychoanalytic, psychodynamic, cognitive, behavioral, trauma-focused therapies and others of significance are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined. Ethical issues, multicultural considerations, intervention techniques and specific practical issues related to psychotherapy will also be examined.

Attributes: TGNU
Pre-requisites: GNUR-545 Y C
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-524 Adv Cncpts Health Intgrtn (3)

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU
Pre-requisites: GNUR-523 C
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-543 Advanced Pathophysiology (3)

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Additional fees apply.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGNU
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGNU
Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-558 Capstone Development (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-558 GNUR Capstone I (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-559 GNUR Capstone II (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU
Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-559 Capstone Implementation (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU
Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-564 MAT 8 hour Training (0)

Medication Assisted Therapy 8-hour course.This course provides 8 hours of the 24 hours of education needed by APRNs to receive a waiver to prescribe buprenorphine in an office setting.

Attributes: TGNU
Pre-requisites: GNUR-570 Y C
Restrictions: Including: -Program: CERT Psych Mental Health NP, Doctor of Nursing Practice, Doctor of Nursing Practice, MS Adult/Gero Acute Care NP, MS Adult CNS, MS Adult/Gero Primary Care NP, MS Primary Care Family NP, MS Psych Mental Health NP

GNUR-566 Adv Con Care Older Adults (3)

This is the foundational course for the care of the older adult . The course focuses the unique dimensions of care of the older adult within the context of normal aging. Health promotion, disease prevention, physical, functional and health restoration across the continuum of care are emphasized.

Students will apply and integrate evidence-based clinical decision-making skills to develop, implement and evaluate the management of common health problems in older adults. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are integrated and addressed. The content can be applied and utilized by the nurse practitioner and clinical nurse specialist

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults (3)

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the nurse practitioners and clinical nurse specialists.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Practice Nursing, Advanced Nursing Practice

GNUR-568 MAT 16 hour Training (0)

Medication Assisted Therapy 16 hour course.This course provides the 16 hours of additional education needed by APRNs who have already taken the 8 hour course to receive a waiver to prescribe buprenorphine. This course provides more emphasis on co-occurring disorders, interprofessional collaboration, and prescription of buprenorphine to specialty populations.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-520 Y C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Practice Nursing, Advanced Nursing Practice

GNUR-570 Pharmacology (3)

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Additional fees will apply.

Attributes: TGNU
Pre-requisites: GNUR-543 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women (0 TO 3)

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children (3)

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-579 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Advanced Practice Nursing students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Attributes: TGNU
Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-584 FNP DxMgmt of Adults (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-584 C

GNUR-586 FNP DxMgmt Care of Women (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

GNUR-587 FNP DxMgmt of Children (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

GNUR-596 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-632 Adult CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-632 Adult App of CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-639 Older Adult CNS SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of

adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-645 AGNP AC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated

in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-643 C AND GNUR-669 Y C

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-646 C AND GNUR-669 Y C

GNUR-669 Complex Chronically ILL (3)

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advance practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

Additional fees apply.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-687 Adv Prac Care Children CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.Graded S/U.

Attributes: TGNU ZCLX
Pre-requisites: GNUR-571 C AND GNUR-577 Y C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-688 Synthesis of the SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. Students will articulate and address system level clinical problems relevant to the adult-gerontology population. Students will also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles..

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)
Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adult CNS, MS Adv Practice Nursing: CNS

GNUR-688 Synthesis Practicum CNS (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. Students will articulate and address system level clinical problems relevant to the adult-gerontology population. Students will also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles..

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)
Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adult CNS, MS Adv Practice Nursing: CNS

GNUR-689 Synthesis of the SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational sphere of impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of impact. This clinical practicum will allow the student to apply the principles of clinical management while utilizing resources and program management skills at a systems level.

Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

GNUR-695 Comprehensive Exam II (1 TO 2)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Attributes: TGNU
Pre-requisites: -

GNUR-695 NP Comprehensive Exam (1)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Attributes: TGNU
Pre-requisites: -

GNUR-698 Capstone Continuation (1)

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 559 faculty and submit a plan for completion of the project in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time.

If the Capstone is accepted by their advisor at the end of this course, GNUR 559 and 698 will be graded S.

If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in 559 and both instances of GNUR 698.

Graded S/U.

Permission of Program Director is required to register.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-558 S
Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-699 Issues in Acute Care (3)

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C
Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-701 Found of Nursing Science (3)

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory and research, and their effect on the structure of nursing knowledge, are discussed. Concepts, conceptual models and theories for nursing practice are examined.

Attributes: TGNU ZRES
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-702 Ev Based Research for APN (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate research-based nursing practice while working in interprofessional teams. Methods for clinical practice improvement using evidence- based practice (EBP) are examined. Content includes critical appraisal of research evidence, interpretation of statistical analyses, and methods of research application and synthesis. The course will explore practice areas where evidence-based integration are needed and facilitate the movement of evidence-based quality initiatives.

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-704 Adv Tech in Clinical Mgmt (3)

This hybrid course includes an exploration of the advanced practice nurse's role in health care planning using current technologies and information systems to monitor and improve the efficacy, quality, and safety of health care. Trends in legislation impacting the growth of information technology are investigated along with the ethical and legal dimensions of informatics and the access to patient information. Consideration is given to technologies that support communication, administrative systems, research, education, and clinical decision-making. Theory is applied through a clinical experience with targeted projects in conjunction with professionals using health information technology in practice

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-704 Adv Tech Info Sys Clin Man (0 OR 3)

This hybrid course includes an exploration of the advanced practice nurse's role in health care planning using current technologies and information systems to monitor and improve the efficacy, quality, and safety of health care. Trends in legislation impacting the growth of information technology are investigated along with the ethical and legal dimensions of informatics and the access

to patient information. Consideration is given to technologies that support communication, administrative systems, research, education, and clinical decision-making. Theory is applied through a clinical experience with targeted projects in conjunction with professionals using health information technology in practice

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-706 HC Systems, Pol & Law (3)

This course analyzes the role of government in managing and servicing the healthcare needs of the United States; explores the legal foundation for the healthcare system under the constitution, state and federal laws and the common law; details the critical US health care policy issues and the various state, federal and private healthcare delivery systems; analyzes the various forms of healthcare delivery here and abroad and the role of advocates in the development and implementation of those systems; and, examines and encourages the role of advanced practice nurses in all of these facets of the nation's healthcare system.

Attributes: TGNU

GNUR-707 Biostatistics and Epi (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Attributes: TGNU ZRES
Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice - Level: Graduate

GNUR-708 Complex Sys and Leadership (3)

This course examines organizational and systems theories. The role of organizational cultures and their importance in affecting change are examined. Emphasis is placed on the development of skills essential to manage change, empower others, and influence organizational processes in health care environments; health system assessment and intervention design is included. Leadership models and strategies, based on contemporary science from nursing and other disciplines, are examined. Conflict management, strategic planning and interprofessional and intraprofessional team work will be evaluated, including the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Students will apply economic and finance principles necessary to analyze practice quality and costs, as well as evaluate the cost effectiveness of care when redesigning effective and realistic care delivery strategies. Leadership ethics are integrated throughout the course. To further acquire leadership knowledge and skills, students actively participate in experiential learning with select leaders in a variety of healthcare systems and settings

Attributes: TGNU ZCLX ZEXL
Restrictions: Including: -Program: DNP Adult/Gero Acute Care NP, Doctor of Nursing Practice, Doctor of Nursing Practice, MS Adult/Gero Acute Care NP, MS Adult CNS, MS Adult/Gero Primary Care NP, MS Adv Practice Nursing Educ, MS Adv Practice Nursing:FNP, MS Advanced Nursing Practice, MS Adv Practice Nursing: CNS, MS Primary Care Family NP, MS Psych Mental Health NP

GNUR-709 Nur Practice Role Develop (3)

This first of three clinical courses begins focused work on the students' DNP project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and Pachacek's model as a framework. DNP students identify a clinical mentor and faculty advisor for their DNP project with the intent to change practice. At the end of the course, the student will present an initial proposal for their DNP project which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-707 C
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-710 Complex Pop Health (3)

Analysis of vulnerable populations within the context of trauma informed care and the factors that contribute to the health of these populations is the focus of this course. Themes for working with vulnerable populations include: trauma informed care, poverty, social determinants of health, chronic disease management, practice improvement, rural and urban health care, transitions in care, community-based care, and practice partnerships. The relationship between vulnerable populations including those living in poverty in both rural and urban settings, the chronically ill, and clinical practice environments will be examined on a global, national and regional level. Social determinants of health, previous traumas and systems based barriers will be analyzed within the context of health care systems. Strategies to provide population centered care will be proposed and employed by the student. Using these population-based strategies for health improvement, students will apply the integrative model of community health promotion and perform a community assessment of a vulnerable population with complex needs.

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-712 Adv Res Out Eval Pol Dev (3)

This course focuses on the critical analysis, synthesis and application of multiple research methods to improve clinical practice outcomes and to inform health policy. Emphasis will be placed on bridging the gap between research and practice. The course will look beyond the traditional research methods to use action research, community-based research and translational research methods. Research supports such as power analysis, data management including large data sets, measurement strategies and epidemiologic designs and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in using research methods to improve clinical outcomes and develop or support healthcare policy. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The repetitive, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-713 Clinical Prog Development (3 TO 5)

This second of three clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and Pachacek's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-714 Clinical Scholarship Cap (3)

Students will undertake a DNP project as part of this capstone course in the Doctor of Nursing Practice program. The DNP project will include a needs assessment, program/project development, an evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and a cost/benefit analysis. The DNP project will be developed in consultation with the student's DNP project committee.

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S
Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-751 Advanced Cl Practicum (3)

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

Attributes: TGNU
Pre-requisites: GNUR-682 C OR GNUR-688 C

GNUR-796 Independent Study (1 TO 4)

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU ZRES
Pre-requisites: GNUR-701 C AND GNUR-715 C
Restrictions: Including: -Major: Nursing Practice, Nursing Practice

GNUR-798 DNP Project Seminar (0)

This course allows the DNP student to demonstrate synthesis of the GNUR clinical courses and allows the student time to complete their DNP project. Following SJF IRB approval, and the required

organizational approvals, DNP students in this course will work independently on their DNP project, while progressing through the steps of project implementation and evaluation.

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S
Restrictions: Including: -Major: Nursing Practice, Nursing Practice

Doctor of Pharmacy (Pharm.D.)

Overview

The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of didactic and experiential professional study. Two years (62 semester credits) of pre-pharmacy education is required for admission, followed by four years of professional studies.

Note: *The Pharm.D. degree curriculum can be completed by one of **two available pathways**: a campus pathway and an online pathway.*

The professional curriculum is designed such that courses integrate information, building upon one another, and encompass both didactic and experiential learning. To provide the foundations of drug actions, physiology, medicinal chemistry, and pharmacology are integrated to allow the student to see a broad view of how the physiochemical properties of medications interact with human physiology and apply to different disease conditions.

The courses are taught by organ systems (e.g., cardiovascular, neurological, renal). Medications and human physiology pertinent to each system are team-taught by faculty in their respective areas of expertise. Starting in the second year, courses provide the foundations of the application of drug therapy to disease. Also taught by systems (e.g., cardiovascular diseases, infectious diseases), the pathophysiology and application of drug therapy is team-taught by faculty in their respective areas of expertise.

Throughout the first three years of the curriculum professional courses provide the student with an opportunity to integrate and apply information. Students work in small groups and interprofessional teams to complete projects and assignments, develop critical thinking skills, and foster collaboration. These courses provide laboratory experience in compounding and an opportunity for further development of both verbal and written skills. Each year, interprofessional education is provided through didactic and experiential courses as well as co-curricular activities.

During the second and the third year of the professional program, students are required to complete a broad range of introductory and advanced pharmacy practice experiences at various pharmacy practice sites. These experiences are student-centered, activity-based, and outcome-oriented, and they are designed to develop and reinforce attitudes, values, and skills that foster the effective delivery of patient-centered and team-based health care.

Program Requirements

Doctor of Pharmacy (Pharm.D.)

Requirements

The number of credits is listed in parentheses after each course title.

PHAR 3117 - Introduction to Pharmacy Profession (1)
PHAR 3121- IPE: TeamSTEPPS (0.5)
PHAR 3122 - Pharmacy Calculations (2)
PHAR 3123 - Clinical Appl. of Epidem.I (2)
PHAR 3135 - Health Care Delivery (3)
PHAR 3142 - Pharmaceutics I (4)
PHAR 3144 - Systems Pharmacology I (4)
PHAR 3148 - Biosystems I (4)
PHAR 3218 - Introduction to Diversity (1)
PHAR 3226 - State Pharmacy Law (2)
PHAR 3237 - Applied Pathophysiology and Therapeutics I (3)
PHAR 3240 - Biosystems II (4)
PHAR 3242 - Pharmaceutics II (4)
PHAR 3244 - Systems Pharmacology II (4)
PHAR 4112 - Liquid & Solid Preps (1)
PHAR 4135 - Communications and Counseling Skills (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
PHAR 4144 - Systems Pharmacology III (4)
PHAR 4155 - Applied Pathophysiology and Therapeutics II (5)
PHAR 4212 - Sterile & Semi- Solid Preps (1)
PHAR 4223 - Clinical Appl. of Epidem II (2)
PHAR 4236 - Population Based Health Care (2)
PHAR 4244 - Systems Pharmacology IV (4)
PHAR 4255 - Applied Pathophysiology and Therapeutics III (5)
PHAR 4340 - Introductory Pharmacy Practice Experience II (2)
PHAR 5113 - Critical Evaluation of Medical Literature I (1)
PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
PHAR 5121 - IPE: SBIRT (.5)
PHAR 5125 - Ethics in Pharmacy Practice (2)
PHAR 5137 - Concepts in Pharmacy Practice I (3)
PHAR 5144 - Systems Pharmacology V (4)
PHAR 5155 - Applied Pathophysiology and Therapeutics IV (5)
PHAR 5213 - Critical Evaluation of Medical Literature II (1)
PHAR 5219 - Introductory Pharmacy Practice Experience IV (1)
PHAR 5225 - Federal Pharmacy Law (2)
PHAR 5236 - Managing Practice and Personnel (3)
PHAR 5237 - Concepts in Pharmacy Practice II (3)
PHAR 5265 - Applied Pathophysiology and Therapeutics V (6)
Six credits of electives

Total: 109 credits

APPE Rotations

Advanced Pharmacy Practice Experiences (APPE) in the fourth year will consist of seven six-week rotations. Four required rotations include acute care, ambulatory care, community practice, and health systems. Three elective rotations can be selected in areas such as pediatrics, drug information, infectious diseases, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, pharmacokinetics, or any other approved healthcare area.

Total: 42 credits

PHAR 6401 - APPE Elective I (6)

PHAR 6402 - APPE Elective II (6)

PHAR 6403 - APPE Elective III (6)

PHAR 6701 - APPE Core Community (6)

PHAR 6702 - APPE Core Health System (6)

PHAR 6703 - APPE Core Acute Care (6)

PHAR 6704 - APPE Core Ambulatory Care (6)

Graduation Requirements

To earn the Pharm.D. degree from St. John Fisher University, a student must do the following:

> Successfully complete all prerequisite coursework for admission
> Successfully complete all pharmacy coursework and professional/co-curricular requirements
> Have a minimum 2.00 cumulative grade point average for all courses taken in the Pharm.D.
> curriculum
> Satisfy all financial and library obligations to the University.
> Be approved by the faculty for graduation

Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher University until the probation has been removed.

Please refer to the School of Pharmacy Student Handbook for all policies on academic progression.

Doctor of Pharmacy (Pharm.D.) and Master of Public Health (MPH) Program Agreement

OVERVIEW

The School of Arts and Sciences Public Health Program and the Wegmans School of Pharmacy at St. John Fisher University have established an agreement between the Pharm.D. and MPH degree programs that provides pharmacy students with the option of completing an MPH degree. The goal of this cooperative program is to train pharmacy students in skills outside of their traditional practice role. Given the ever-changing scope of practice, this agreement allows pharmacy students to integrate their pharmaceutical skills with public health expertise to become effective leaders in pharmacy practice and public health settings.

The Wegmans School of Pharmacy Doctor of Pharmacy program is accredited by Accreditation Council for Pharmacy Education. The Public Health Program at School of Arts and Sciences is seeking accreditation by the Council on Education for Public Health. Both programs are individually registered with NYSED. St. John Fisher University is accredited by the Middle States Commission on Higher Education.

Program Descriptions

MPH Overview

The Master of Public Health program at St. John Fisher University prepares students for careers as public health professionals and practitioners across public, not-for-profit, and private sectors where they will work to improve healthcare planning, delivery, assessment, and outcomes for individuals and communities. A major focus of the program are the healthcare needs and disparities across the Greater Rochester region and

beyond —specifically addressing nutrition, substance abuse, mental health, maternal/child health, and the impact of trauma and poverty while working with a mix of populations. The program places particular emphasis on the practical, practice-oriented aspects of an MPH education, preparing students for administrative and managerial careers in different fields across health care.

The mission of the MPH program is to advance scholarship, research, and service so that students become effective members of interprofessional teams that seek innovative solutions to regional, state, and national health concerns. Guided by current theory, evidence-based methods, and a collaborative ethos, students will address the systemic inequities impacting our community to promote public health and public health policies through constructive partnerships within the public and private sectors.

In accordance with standards recommended by the Council on Education for Public Health (CEPH), students develop a strong understanding of the social science foundations of public health, along with the ethical imperatives and the essential analytical and administrative skill sets. The MPH curriculum focuses on measures of morbidity and mortality across populations, program design and evaluation, community health needs assessment, health care issues and special populations, public health policy, promotion of evidence-based interventions, and systems management. Student learning is facilitated through a variety of teaching methodologies, including class discussions, small-group work, case-study analysis, community-based activities, and internships.

Pharm.D. Overview

Throughout the first three years of the curriculum are professional courses that provide you with the opportunity to:

> Integrate and apply information
> Complete projects and assignments while working in small groups
> Support the development of critical thinking
> Foster the spirit of collaboration among you and your classmates

By integrating physiology, medicinal chemistry, and pharmacology, the program gives you a broad view of how various medications interact within the human body. Courses on drug action and drug therapy are team-taught by system (i.e., cardiovascular, neurological, renal, etc.).

Early on, the curriculum places you in the laboratory, teaching and honing your compounding and dispensing skills. In fact, a broad array of introductory and advanced pharmacy practice experiences are available to you over the course of your academic tenure with the program.

The Pharm.D. degree is awarded after successful completion of four years of full-time study.

REQUIREMENTS

The 42-credit hour MPH degree program offers courses designed for student pharmacists in the SJF Pharm.D. program and the working pharmacy professionals who have earned the Pharm.D. degree from SJF.

Any pharmacy student pursuing the MPH degree must have a minimum GPA in the Pharm.D. program of 3.0 and must have earned a B or higher in PHAR 3123 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice I (2), prior to applying to the MPH.

The number of credits for each course is designated in parentheses after the course title.

Required Courses – *39 credits*

GPBH 501 - Principles of Public and Community Health (3)
GPBH 503 - Biostatistics (3)
GPBH 505 - Epidemiology (3)
GPBH 507 - Social and Preventive Health (3)
GPBH 509 - Public Health Policy and Healthcare Delivery Systems (3)
GPBH 511 - Environmental Health (3)
GPBH 513 - Behavioral Health (3)
GPBH 515 - Healthcare Administration, Program Planning, and Evaluation (3)
GPBH 517 - Data Analytics and Healthcare Information Systems (3)
GPBH 519 - Advanced Epidemiology (3)
GPBH 521 – IPE: TeamSTEPPS (0)
GPBH 523 – Health Delivery, Administration, and Budgeting (3)
GPBH 611 - Community-based Practicum (3)
GPBH 613 - Capstone (3)

Electives – *3 credits*

Choose **One** course from the following:

GPBH 512 - Health Disparities Across Populations (3)
GPBH 514 - Aging Populations and Health (3)
GPBH 518 - Special Populations (3)
GPBH 520 - Global Health (3)

Total: 42 credits

Vetted Pharmacy Courses (13.5 credits)	Substituted MPH Course(s) (12 credits)
PHAR 3123 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice I (2) AND PHAR 4223 - Principles, Methods and Clinical Applications of Epidemiology in Pharmacy Practice II (2)	*Required:* GPBH 505 - Epidemiology (3)
PHAR 3121 – IPE: TeamSTEPPS (0.5)	GPBH 521 – IPE: TeamSTEPPS (0.0)
PHAR 3135 - Healthcare Care Delivery (3)	*Required:* GBPH 515 - Healthcare Administration, Program Planning, and Evaluation (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)	Required: GPBH 611 - Community-based Practicum (3)
PHAR 4236 – Population-based Healthcare (2) AND PHAR 3218 – Introduction to Diversity (1)	*Elective:* GPBH 512 - Health Disparities Across Populations (3)

	OR
	GPBH 518 - Special Populations (3)

* The Pharm.D. proposed courses equates to 13.5 credit hours towards the Pharm.D. and 12 credit hours toward the MPH.

Pharmacy students may also use up to 6 credits from the MPH program as electives within the Pharm.D. program.

The total amount of MPH courses required for fulfillment of the MPH degree after applying the Pharmacy courses is 10 classes (30 credits). If students use 2 courses from the MPH towards their Pharm.D. for electives, then the total additional credit hours is 24 credits for the MPH program.

CONTACT INFORMATION

Dr. Heather McGrane Minton, MPH Program Director, School of Arts and Sciences; hmcgrane@sjf.edu

Dr. Angela Nagel, Associate Dean of Academic Affairs, Wegmans School of Pharmacy; anagel@sjf.edu

Doctor of Pharmacy (Pharm.D.) Courses

PHAR-3117 Intro Pharmacy Profession (1)

This course provides an introduction to the pharmacy practice environment by developing a working knowledge of interprofessional education and practice, an understanding of the myriad of factors that affect a patient's health care decision-making, along with a review of the medications that are most commonly used in the United States. By the end of the course students understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of interprofessional communication within the health care team, develop strategies that allow patients to make beneficial decisions with respect to their health and health care and be able to recognize the brand/generic names, drug class, dosage form and major uses of the top 200 drugs.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3121 IPE: TeamSTEPPS (.5)

This training is designed for Pharmacy students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice

Restrictions: Including: -Major: Pharmacy

PHAR-3122 Pharmacy Calculations (2)

This course is an introduction to prescription terminology, systems of measurement, and pharmacy calculations. Students will apply appropriate mathematical concepts found within the practice of pharmacy, including prescription compounding and patient-specific determinations. Emphasis will be placed on improving and applying problem-solving skills for the needs of an individual patient within the practice of pharmacy.

Restrictions: Including: -Major: Pharmacy

PHAR-3123 Clinical App. of Epidem (2)

This course will provide the student with techniques and skills for information retrieval, evaluation of medical and pharmacy practice literature, and application to specific patient problems. Students will retrieve appropriate medical information, and gain an understanding of biostatistics, clinical trials, and epidemiological principles. By applying these principles together, students will be able to critically evaluate medical information in the literature, and apply research findings to specific patient care situations.

Restrictions: Including: -Major: Pharmacy

PHAR-3123 Clinical App.of Epidem I (2)

This course will provide the student with techniques and skills for information retrieval, evaluation of medical and pharmacy practice literature, and application to specific patient problems. Students will retrieve appropriate medical information, and gain an understanding of biostatistics, clinical trials, and epidemiological principles. By applying these principles together, students will be able to critically evaluate medical information in the literature, and apply research findings to specific patient care situations.

Restrictions: Including: -Major: Pharmacy

PHAR-3135 Healthcare Delivery (3)

This course provides future pharmacists with an overview of the structure and function of the US healthcare market and organization of care. We begin with economics and insurance, for example supply and demand of healthcare, the theory of insurance and a private healthcare market, as well as government involvement in healthcare. A review of key differences in international health systems serves as a launching pad for our consideration of US health care reform efforts. We then consider various delivery settings in which pharmacists practice including behavioral health, public health and long-term care. We round out the course with special topic such as off-label prescribing, drug shortages, direct to consumer advertising,and foreign clinical trials.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3142 Pharmaceutics I (4)

This course is intended to provide a foundation of the principles that are fundamental to the study of pharmaceutics and drug delivery, including physical pharmacy and dosage form design. The students will study the design, composition and proper use of dosage forms, including manufactured commercial products for the mass market and extemporaneously compounded preparations for the individual patients. Basic concepts in drug delivery will be discussed in relation to the dosage forms. An emphasis will be placed on how to select the optimal dosage form for the drug molecule and disease condition based on the pharmaceutical principles. A broad overview of the drug development and approval process in industry will also be provided.

Restrictions: Including: -Major: Pharmacy

PHAR-3144 Systems Pharmacology I (4)

This course introduces students to important concepts in anatomy, physiology, pharmacology and pharmacogenomics to provide a foundation for pathophysiological principles and the rational basis of various pharmacotherapeutic strategies considered later in the curriculum.

Restrictions: Including: -Major: Pharmacy

PHAR-3148 Biosystems I (4)

This course introduces important chemical and biological concepts to lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on the integration of these fundamentals essential to the study of pharmaceutical sciences.

Restrictions: Including: -Major: Pharmacy

PHAR-3218 Introduction to Diversity (1)

The goal of this course is to increase student's knowledge and broaden their perception of diverse populations. Differences in race, sexual orientation, culture, religion, and physical ability will be discussed. The course will focus on how diversity influences patients' perceptions of the healthcare system and how healthcare providers can better serve these diverse populations. The class will include guest lecturers, films, group discussion, and reflective writing assignments. Graded S/U.

Restrictions: Including: -Major: Pharmacy

PHAR-3226 State Pharmacy Law (2)

This course examines the role of New York State government in the regulation of pharmacists, pharmacy practice, and drug products. Students learn about both the structure and the substance of the pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the NYS Controlled Substances Act, the regulations associated with these, pharmacy "malpractice" law, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3237 Applied Path & Therap I (3)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collections and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence-based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that

include problem-and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescriptions and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-3117 C AND PHAR-3122 C AND PHAR-3148 C

PHAR-3240 Biosystems II (4)

The preparatory concepts examined in this course lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on metabolic and cellular interactions, maintaining cellular homeostasis, and the interplay between host-defense and pathogenic microbes. Students will participate in a Team-based Learning project integrating fundamental concepts covered in Biosystems I and II.

Pre-requisites: PHAR-3148 C

PHAR-3242 Pharmaceutics II (4)

This course is a continuation of the two-semester series on commonly used pharmaceutical dosage forms and drug delivery systems. In addition, this course examines the absorption, distribution, metabolism and excretion (ADME) processes of drugs and the contributing factors. The principles of pharmacokinetic modeling will be discussed extensively to provide the foundation for rational design of dosing regimens for individual patients.

Pre-requisites: PHAR-3122 C AND PHAR-3142 C

PHAR-3244 Systems Pharmacology II (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the autonomic nervous system, the respiratory system, the cardiovascular system, and the renal system. The relevant anatomy and physiology of each system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

Pre-requisites: PHAR-3144 C AND PHAR-3148 C

PHAR-4112 Liquid & Solid Preps (1)

This course is a continuation in the pharmaceutics sequence focusing on problem based learning in a laboratory setting. Students develop the skills needed for extemporaneous compounding of various pharmaceutical dosage forms. Emphasis is placed on prescription interpretation, ingredient selection, calculations and compounding techniques. Students also practice proper packaging, labeling, and patient counseling of compounded drug products.

Pre-requisites: PHAR-3242 C

PHAR-4135 Comm & Counseling Skills (3)

This course examines the principles of communication with a particular focus on health-related interactions. Effective communication is essential in the practice of pharmacy. Patient-centered care implies accepting responsibility for and reckoning with expectations for proper counseling. Students learn techniques and strategies that can be used by pharmacists to enhance communication with patients, colleagues, health care professionals, and other interested parties. Emphasis is placed on skills that will enable students to develop and maintain constructive interpersonal relationships in a variety of pharmacy practice settings. Coursework consists mostly of didactic lecture/discussion, with some role-play presentations by students.Graded S/U.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4139 Intro Pharmacy Prac Exp I (3)

This course will provide the student with work experience in a community pharmacy for a minimum of one hundred and twenty hours. The students will learn and practice the basics of dispensing medications, counseling patients, and operating a pharmacy in a safe and legal fashion. In addition, there will be didactic classwork to allow for reflection, student discussion, and critical thinking

Pre-requisites: PHAR-3122 C AND PHAR-3218 C AND PHAR-3240 C AND PHAR-3244 C

PHAR-4144 Systems Pharmacology III (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating select disorders of the cardiovascular, inflammatory, gastrointestinal, and endocrine systems. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

Pre-requisites: PHAR-3240 C AND PHAR-3244 C

PHAR-4155 Applied Path & Therap II (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems also are emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem-and case-base learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-3226 C AND PHAR-3237 C AND PHAR-3240 C

PHAR-4157 Applied Patho & Therap I (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated mediation related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-3237 C AND PHAR-3242 C AND PHAR-3244 C
Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4212 Sterile & Semi-Solid Preps (1)

This course is a continuation in the Pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in Pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical dosage forms, including compounded sterile preparations. Prescription reading, pharmacy calculations and an opportunity for patient counseling in the use of the compounded product will also be implemented.

Pre-requisites: PHAR-3242 C

PHAR-4223 Clinical Appl of Epidem II (2)

This course will further enhance the student's skills in research methodology, statistical and study design principles and the evaluation of drug information. The course builds on prior concepts to provide the student with advanced skills in the application of biostatistics and literature evaluation to the practice of evidenced-based medicine. A combination of classroom lectures and a group clinical trial project will be used to facilitate the student's understanding.

Pre-requisites: PHAR-3123 C
Restrictions: Including: -Major: Pharmacy

PHAR-4236 Population-Based Hlth Care (2)

Population based healthcare is an emerging discipline covering a variety of methods used to manage both resources and patient health outcomes. In this course we first master the basic methods and applications of pharmacoeconomics, with a focus on understanding the value provided by a particular drug relative to other treatment or policy choices. After an overview of pharmacoepidemiology study designs, we briefly consider key factors, methods and reporting opportunities that a clinician should consider when faced with a potential adverse effect of prescription drug use. Finally, we consider a variety of methods and case studies in population health management.

Pre-requisites: PHAR-3117 C AND PHAR-3135 C
Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4244 Systems Pharmacology IV (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating central nervous system disorders. The relevant anatomy and physiology of this system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

Pre-requisites: PHAR-4144 C

PHAR-4255 Applied Path & Therap III (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-4144 C AND PHAR-4155 C
Restrictions: Including: -Class: First Professional Second Year

PHAR-4339 Intro Pharmacy Prac Exp II (3)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy (WSOP). This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion.Graded S/U.

Pre-requisites: PHAR-3117 C AND PHAR-3120 C AND PHAR-3122 C AND PHAR-3123 C AND PHAR-3124 C AND PHAR-3144 C AND PHAR-3148 C AND PHAR-3218 C AND PHAR-3226 C AND PHAR-3240 C AND PHAR-3242 C AND PHAR-3244 C AND PHAR-3237 C AND PHAR-4112 C AND PHAR-4135 C AND PHAR-4139 C AND PHAR-4144 C AND PHAR-4155 C AND PHAR-3135 C AND PHAR-4112 C AND PHAR-4223 C AND PHAR-4244 C AND PHAR-4257 C

PHAR-4340 Intro Pharmacy Prac Exp II (2)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy (WSoP). This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion.

Pre-requisites: PHAR-3121 C AND PHAR-3135 C AND PHAR-4139 S AND PHAR-4212 C AND PHAR-4223 C AND PHAR-4244 C AND PHAR-4255 C

Restrictions: Including: -Major: Pharmacy

PHAR-5113 Crit Eval Medical Lit I (1)

Students will be instructed in the critical evaluation of current medical literature within the context of statistical concepts and the application of study results to pharmacy practice. These exercises will improve the students' understanding of research design and statistics, critical-thinking skills, and drug information knowledge. Specifically, students will be assigned articles with varied disease states, study designs, medications and methodologies. The instructor- moderated discussion will provide insightful interpretation based on study design, methods, results, and conclusions with integration of clinical knowledge and expertise. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses. Students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-4223 C AND PHAR-4255 C
Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5119 Intr Pharmacy Prac Exp III (1)

This course will provide the student with working experience in a long term care facility, where greater than 80% of the resident population is geriatric (65 years of age or older). The focus of this course is on patient interviews and completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a long term care facility (LTC) as described in the Department of Health and Human Services (DHHS) Centers for Medicare and Medicaid Services (CMS) Manual System. Students will be introduced to the role of the pharmacist as part of a health care team as it relates to providing medication regimen review (F428) to identify unnecessary drugs and manage medications (F329) targeted to older adults and those with debilitating diseases requiring long term placement. Students will use CONSULT notes to document information collected during patient interviews and medication regimen review. In addition to on site experience, there will be a class that meets weekly to help the student develop the skills necessary to complete on site tasks and reinforce what is being learned on site through the use of lecture, reflection, student discussion and critical thinking.
Graded S/U.

Pre-requisites: PHAR-4340 C AND PHAR-4255 C

PHAR-5120 IPE: SBIRT (0)

This interprofessional training is associated with courses offered to students from Advanced Practice Nursing, Pharmacy and Mental Health Counseling to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, misuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, misuse, and dependence on alcohol and illicit drugs.

Pre-requisites: PHAR-4135 C AND PHAR-4255 C
Restrictions: Including: -Major: Pharmacy

PHAR-5121 IPE: SBIRT (.5)

This interprofessional training is embedded in courses offered to Pharmacy, students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs
Graded S/U.

Pre-requisites: PHAR-4135 C AND PHAR-4255 C
Restrictions: Including: -Major: Pharmacy

PHAR-5125 Ethics in Pharmacy Pract (2)

This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the morally relevant features of a case, identify the moral options open to a pharmacist faced with a moral problem, provide justification for the best options, consider counter-arguments for one's position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others.Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5137 Concepts Pharmacy Pract I (3)

This course guides students to apply and employ their therapeutic knowledge and pharmaceutical care skills that they have developed in previous courses in the domains of pharmacotherapy, professional communications, patient assessment, education, and pharmacy practice.

It is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic workshops, simulated patient interactions, seminar preparation and presentations and basic physical assessment training. There will be a focus on continuity of evaluation to ensure consistent student improvement throughout the semester. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, patient counseling and education. They will also learn how to do basic patient screenings such as taking blood pressures, glucose monitoring and the proper use medication delivery devices. The simulated patient scenarios will be a major part of this course and include videotaping as an assessment tool for evaluation, feedback and professional growth.

Pre-requisites: PHAR-4340 C AND PHAR-4135 C AND PHAR-4255 C

PHAR-5144 Systems Pharmacology V (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents to treat infectious diseases and neoplasms. Relevant aspects of the physiology of microbial, viral and mycotic pathogenic organisms will be discussed. The molecular etiology of cancer and the various stages of tumor development will also be introduced. Those

chemotherapeutic agents used for the purpose of eradicating the invading populations will be presented with an emphasis on their chemical characteristics and their mechanistic and systemic actions. A primary focus of this and all courses in this sequence is integration of concepts.

Pre-requisites: PHAR-4244 C

PHAR-5155 Applied Path & Therap IV (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Pre-requisites: PHAR-4255 C AND PHAR-4244 C

PHAR-5213 Crit Eval Medical Lit II (1)

Students will practice the critical evaluation of medical literature within the context of statistical concepts and the application of clinically relevant study results to pharmacy practice. Students will review pertinent pharmacy practice literature to improve their understanding of research design and statistics, critical-thinking skills, and drug information knowledge. In addition, students will have the opportunity to apply their literature evaluation skills by leading journal club discussions. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses; students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-5113 C
Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5219 Intro Pharmacy Prac Exp IV (1)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy (WSOP). The focus of this rotation is to introduce students to the activities and assignments required to successfully complete Advanced Pharmacy Practice Experience (APPE) rotations. Preceptors will be WSOP faculty. Students may also have the opportunity to work with and learn from a WSOP APPE student. This is a 30-hour rotation that also includes classroom sessions to reinforce on-site learning and allow for reflection. Graded S/U.

Pre-requisites: PHAR-5113 C AND PHAR-5119 C AND PHAR-5137 C AND PHAR-5144 C AND PHAR-5155 C

PHAR-5225 Federal Pharmacy Law (1 OR 2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Pre-requisites: PHAR-3226 C
Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5225 Federal Pharmacy Law (2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Pre-requisites: PHAR-3226 C
Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5236 Managing Prac & Personnel (3)

This course covers basic management principles involved in pharmacy practices from manufacturing to the consumer. Management theories, marketing strategies, regulatory issues, contracts, accounting concepts, and pharmacy security are some of the issues covered throughout the course. Drug evaluation, processing, drug acquisition, inventory, and storage will also be discussed. In addition, human resource management, including selection, performance appraisal, and diversity issues, will be covered.

Pre-requisites: PHAR-4236 C
Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5237 Concepts Pharmacy Pract II (3)

This course is the second of a two course sequence. It applies the same concepts in the Concepts in Pharmacy Practice I course to a new set of patient and pharmaceutical care scenarios. The same four domains; practice simulation, health assessment, seminar, and disease management certification will be included in this course. As the final pharmaceutical care course before students begin their advanced practice experience rotations in a real patient care setting, it is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic, discussion, and simulated patient care activities that are closely monitored and evaluated by faculty. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, and patient counseling and education.

Pre-requisites: PHAR-5137 C AND PHAR-5157 C AND PHAR-5225 C AND PHAR-3226 C AND PHAR-5144 C AND PHAR-5155 C

PHAR-5265 Applied Path & Therap V (6)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-5155 C AND PHAR-5144 C AND PHAR-5113 C

PHAR-5501 Intro to Medical Missions (2)

This elective course discusses the philosophy of missions, our responsibility as healthcare professionals to the underserved, and how we as medically trained professionals can use our training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement with opportunities to participate in a short-term medical mission trip.

Restrictions: Excluding: -Level: Undergraduate

PHAR-5502 Introduction to Research (2)

This course will introduce the students to research opportunities in pharmaceutical, clinical, and administrative sciences. Students will interact with individual faculty members to explore their research interests. Students will perform literature searches on current research topics and develop original research projects involving one or more disciplines. This course will also familiarize the students with communication and dissemination of scientific information in written and verbal formats, such as papers and review articles, poster and podium presentations, and seminars.

PHAR-5503 Substances of Abuse (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of substance abuse and chemical dependency. Students will be given an overview of the various substances of abuse that alter mood, level of perception, or brain functioning. The course will also describe procedures for the identification, referral, and treatment of addictions and the support mechanisms for individuals recovering from addictions.

PHAR-5504 Topics in Pharmacy Law (2)

This course is designed to review the court-made-law pharmacy practice issues that are either not normally covered elsewhere in the curriculum and/or are currently evolving in the courts, legislatures, and regulatory agencies. This might include, but would not be limited to, topics such as purchasing, advertising, contraception, access to medication, right to refuse medication, criminal acts, civil rights, constitutional law, property law, and more.

PHAR-5507 Toxins & Poisons (2)

Topics in toxicology is designed to acquaint students with the science of toxicology. The course will introduce basic toxicological principles, the applied fields of toxicology, and examples of different toxins and poisons. Special emphasis will be placed on toxicological topics of current relevance, such as substances of abuse, clinical toxicology, and forensic toxicology.(Formerly titled: Topics in Toxicology (2014 – 2022) and before that Forensic Toxicology)

PHAR-5507 Topics in Toxicology (2)

Topics in toxicology is designed to acquaint students with the science of toxicology. The course will introduce basic toxicological principles, the applied fields of toxicology, and examples of different toxins and poisons. Special emphasis will be placed on toxicological topics of current relevance, such as substances of abuse, clinical toxicology, and forensic toxicology.(Formerly titled: Topics in Toxicology (2014 – 2022) and before that Forensic Toxicology)

PHAR-5510 Independent Research (1 TO 4)

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

Permission of the instructor is required to register.

PHAR-5510 Independent Research (1 TO 4)

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

Permission of the instructor is required to register.

PHAR-5512 Complementary & Alt Med (2)

This course will introduce the student to unique aspects of complementary and alternative medical care which is widely used in the U.S. Students will learn to understand the influences of these alternative therapies on western medicine. This course will offer an understanding of the theories and practice of commonly used alternative medical therapies.

PHAR-5513 Conversational Spanish (2)

This is a two-hour-per-week elective course for students interested in refining their Spanish conversational skills in order to engage in more effective and immediate communication with their Spanish-speaking patients on a regular basis. Participants will be guided to produce immediate verbal responses to patient input which enhances listening and comprehension skills. Students who enroll are expected to have successfully completed at least two years of college-level language instruction. Permission of the professor is required to register.

PHAR-5514 Topics in Drug Delivery (2)

Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory pharmaceutics course and covers topics in novel drug delivery

systems. Approximately 3 to 4 drug delivery systems will be covered through case studies. For each topic, the students will learn about the mechanism, advantages, limitations, and applications of these drug delivery systems through examples of various novel dosage forms. The students will then perform an in-depth analysis of the novel drug delivery system through various case studies and examples in the clinic as well as in research. In the end, the application of novel drug delivery systems in improving patient compliance will be discussed.

PHAR-5515 Advanced Extemp Compound (1 OR 2)

This elective course is designed to build upon the extemporaneous compounding skills learned during the pharmaceutics sequence. The student will assist instructors in the applied pharmaceutics laboratory courses, including development, preparation, and instruction of the compounding experiments. This course will also include a component involving interaction with compounding pharmacists in the community.
Graded S/U.

Permission of the professor is required to register.

PHAR-5516 Pharmaceutical Biotech (2)

Biopharmaceuticals comprised the fastest-growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology-derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

Restrictions: Including: -Class: First Professional Second Year, First Professional Third Year

PHAR-5517 Pain & Palliative Care (2)

Pain and palliative care are emerging areas of pharmacy practice. This course will provide students with a detailed understanding of pain and symptom management treatments for patients with advanced illness. Students will also learn methods to communicate and provide pharmaceutical care to pain and palliative care patients, caregivers, and interdisciplinary team members.

PHAR-5518 Medication Errors & Safety (2)

This course consists of various types of learning delivery methods, ie., lectures, in-class discussions, and assignments used to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors: the evolution of concern about medication errors, adverse drug events, and patient safety. This course will also provide the students an overview of various principles, techniques, and technology utilized in pharmacy practice for reducing medical errors and their effect on patients. The in class discussions and activities are designed to allow students to develop an understanding and appreciation of the pharmacist's role in preventing medication errors and enhancing patient safety.

Pre-requisites: PHAR-3117 C

PHAR-5521 Geriatric Health Care (2)

With the expected rise in the geriatric population, there will be an increased need for health care professionals with training and expertise in geriatric therapeutics. This course is facilitated by an interdisciplinary faculty and focuses on health and quality of life issues of elders residing in both the community and in long-term care settings. Basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, psychological and social changes that occur as a result of the aging process are reviewed. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on appropriate and inappropriate drug therapies, and on tailoring of existing standards and clinical practice guidelines to older adults with attention to intervention and management.

PHAR-5522 Projects in Pharm Sciences (1 TO 3)

This is an elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty mentor. The types of professional projects include (but not limited to) teaching innovations, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic or service rotations during the fourth professional year. Graded S/U.

Permission of the professor is required to register.

PHAR-5523 Vaccinology: Design Devel (2)

The goal of this elective course is to focus the student's general understanding of the immune system towards the biological aspects of vaccination. This course combines didactic presentations, small-group formats, and community outreach to introduce students to the principles of rational vaccine design, development, and pharmaceutical intervention against disease. The focus of the course will emphasize the empirical basis of vaccine design and development, past and current vaccine applications, and developing future pharmaceutical vaccine prospects for medically-relevant pathogens for which there are no effective vaccines. Socioeconomic and ethical implications of vaccines, including the role of vaccination in public health, vaccine economics, and vaccine safety profiles will also be discussed.

Pre-requisites: PHAR-3240 C

PHAR-5524 Drug Interactions in Pract (2)

This is a two-hour elective course designed for Pharm.D. candidates in their 3rd professional year. It introduces the tools required to interpret the drug interaction literature for use in clinical practice. Each lecture will stress the prominent drug interactions related to a particular class of drugs. The literature review and writing skills along with the drug interaction knowledge base acquired from this class will be useful in developing pharmaceutical care plans, answering drug information questions, and providing drug consults in both the IPPE/APPE program and as a practicing ambulatory care or inpatient pharmacist.

Pre-requisites: PHAR-4244 C AND PHAR-4255 C
Restrictions: Including: -Class: First Professional Third Year

PHAR-5525 Sign Language Health Prof (2)

Basic American Sign Language signs and linguistic features will be introduced in order to engage in survival-level conversations with deaf patients in various medical settings. Students will learn basic information related to the deaf culture and community.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5526 Intro Cancer Bio & Treat (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of cancer and its treatment. Students will be given an overview of cancer biology and the pharmacology of chemotherapeutic drugs and agents used to manage the side effects of those drugs. The focus of the course is on the impact of cancer and cancer treatment on individuals, families, and communities using a multidisciplinary approach. The course will include a service learning component where students will work with a community agency to complete a project.

PHAR-5527 Pediatric Pharmacotherapy (2)

Children are an important segment of the population that pharmacists serve. In the United States, approximately 28% of the total population encompasses children. Providing care for children can be one of the most challenging, but rewarding aspects of pharmacy practice. Although a relatively small portion of health care professionals pursue advanced training in pediatrics, most clinicians will provide care to children of all ages in the community or hospital setting. This course is an elective course designed to provide students with skills necessary to communicate and provide pharmaceutical care for disease states encountered in the pediatric population. The course will consist of both lectures and case discussion sections.

Restrictions: Including: -Class: First Professional Third Year, First Professional Fourth Year

PHAR-5528 Speaking for Health Care (2)

This course is designed to help pharmacy students improve their ability to prepare and deliver effective presentations to groups in a variety of health care education and professional settings.

Restrictions: Including: -Major: Pharmacy

PHAR-5529 Women's Health (2)

The purpose of this course is to provide an overview of advanced topics in women's health. Expanded information in topics such as contraception, infertility, drug use in pregnancy and lactation, acute and chronic disease management in pregnancy, transgender care and gender-specific ageism issues will be provided. In addition, basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, and social changes that are related to pregnancy and women-specific disease states will be discussed.

Restrictions: Including: -Major: Pharmacy

PHAR-5530 Peer Instruction (1 OR 2)

This elective course is designed to build upon the knowledge and skills demonstrated within the didactic curriculum. The student will assist instructors by providing supplemental assistance through the development and delivery of course-specific review materials.

Restrictions: Including: -Major: Pharmacy

PHAR-5531 Intro Industrial Pharmacy (2)

This course is a combination of in-class lectures and laboratory sessions intended to provide a foundation of the unit operations that are involved in the development/manufacture of pharmaceutical dosage forms. The laboratory will provide students with an opportunity to apply knowledge gained in lectures to practical situations. The student will also develop the skills needed for the manufacturing of pharmaceutical dosage-forms with emphasis on problem-solving associated with formulation development. Additionally, students will learn various techniques used in the evaluation of finished dosage forms.

Pre-requisites: PHAR-3242 C
Restrictions: Including: -Major: Pharmacy

PHAR-5532 Team Based Performance (2)

Pharmacists are increasingly required to work in teams, especially cross-functional teams, and team-based learning is a significant component of courses in WSOP. This elective is designed to help students develop skills to enable them to participate in high-performing teams in educational and professional health care settings. The course will provide practical experience in team-based learning that will include an analysis of group formation and goal setting, group process and development, norms, leadership, conflict, and productivity.

Restrictions: Including: -Major: Pharmacy

PHAR-5533 Critical Care Pharmacy (2)

This course exposes students to aspects of critical care pharmacy not covered in the therapeutics sequence. The course will involve didactic lectures and interactive discussions between instructors/students solving complex therapeutic problems typically encountered as a pharmacist in critical care. Topics covered will be applicable to emergency medicine and/or neuro/cardiac/surgical/medical intensive care units. By the conclusion of the course students will be familiar with common critical care pharmacotherapy and understand the unique role of pharmacists in this practice setting.

Pre-requisites: PHAR-4144 C

PHAR-5534 Pharmacogenomics (2)

The fields of pharmacogenomics and personalized medicine are rapidly evolving as new studies elucidate the genetic and genomic factors that influence human susceptibility to disease and efficacy of drug action. Using current literature, examples from healthcare practice, and raw genetic data, this course will allow students to explore genomics and apply its principles to individualized therapy.

Pre-requisites: PHAR-3144 C AND PHAR-3148 C

PHAR-5535 Clin Reason Pharm Students (2)

This course is designed to assist in the practical application of knowledge gained in the didactic curriculum of pharmacy coursework. Emphasis will be placed on extracting and evaluating relevant data from a medical chart, development of a comprehensive problem list, identifying and interpreting medical literature to develop an appropriate drug therapy plan, and monitoring medication plans for safety and efficacy.

Doctor of Pharmacy/MBA

Overview

The School of Business and the Wegmans School of Pharmacy at St. John Fisher University have established a Pharm.D./MBA program. The goal of this cooperative program is to educate students to assume responsibilities with management, executive, and administrative positions within the healthcare pharmaceutical industry, as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

The Wegmans School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education and the School of Business MBA program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Both programs are individually and jointly registered with NYSED.

Application Process

Candidates for this degree program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the MBA program after successful completion of their first professional year in pharmacy by completing a Petition for Change of Program form available through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of undergraduate and/or graduate coursework may take up to six (6) credits of the MBA Core Courses prior to applying to this program, consistent with current graduate school policy. It is highly recommended that pharmacy students take undergraduate business courses in economics, statistics, and finance or complete the Business Tool kits in these areas.

The Doctor of Pharmacy and Master of Business Administration degrees will be granted individually as each degree program requirements are met.

At any point, should a student no longer wish to pursue the Pharm.D./MBA degree program, they will need to petition for a change of program and move to the standalone pharmacy degree program to complete the degree requirements. After a student completes the pharmacy degree, should they wish to re-enroll in the MBA program, an accelerated application will need to be completed and any new degree requirements met.

Program Requirements

Joint Pharm.D./MBA

Requirements

Through this Pharm.D./MBA program, students will meet the degree requirements for both programs with a minimum of 166 credit hours, depending on an applicant's course history. Up to six (6) credits of the MBA Core courses can be used as elective credits in the pharmacy curriculum. Additionally, the coursework that a student takes as part of the required pharmacy curriculum will be counted to satisfy the 15 credit hours of the Pharmacy Industry Concentration coursework for the MBA degree.

Pharmacy students wishing to participate in this opportunity will work with their Developmental Mentor, the Associate Dean for Academic affairs in the Wegmans School of Pharmacy, and the Director of the MBA program in the School of Business to choose appropriate coursework.

Campus students:

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to six (6) credit hours of MBA coursework approved to satisfy pharmacy electives. Students who take six (6) credit hours of MBA foundation coursework in satisfaction of pharmacy elective coursework will not be billed separately for those 6 credit hours, as the courses are included as part of the pharmacy program tuition. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate. Questions concerning financial aid/billing should be directed to Student Financial Services.

On-line Students:

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to six (6) credit hours of MBA coursework approved to satisfy pharmacy electives. Students who take six (6) credit hours of MBA Core coursework in satisfaction of pharmacy elective coursework will be billed at the pharmacy rate, consistent with elective credits for a pharmacy course. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate. Questions concerning financial aid/billing should be directed to Student Financial Services.

The number of credits is indicated in parentheses at the end of each course title.

MBA Core Courses - 15 credits

GMGT 643- Quantitative Methods & Intro Analytics (3)
GMGT 680 - Marketing Concepts and Strategy (3)
GMGT 681 - Capstone Business Strategy and Policy (3)
GMGT 682 - Financial Management II (3)
GMGT 685 - Leadership Development (3)

Pharmacy (Pharm.D) courses (151 credits)

PHAR 3117 - Introduction to Pharmacy Practice (1)
PHAR 3121 : IPE: TeamSTEPPS (0.5)
PHAR 3122 - Pharmacy Calculations (2)
PHAR 3123 - Principles, Methods & Clinical Application of Epidemiology in Pharmacy Practice(2)
PHAR 3135 - Healthcare Delivery (3)
PHAR 3142 - Pharmaceutics I (4)
PHAR 3144 - Systems Pharmacology I (4)
PHAR 3148 - Biosystems I (4)
PHAR 3218 - Introduction to Diversity (1)
PHAR 3226 - State Pharmacy Law (2)
PHAR 3237- Applied Pathophysiology & Therapeutics I (3)
PHAR 3240 - Biosystems II (4)
PHAR 3242 - Pharmaceutics II (4)
PHAR 3244 - Systems Pharmacology II (4)
PHAR 4112 - Liquid & Solid Preps. (1)
PHAR 4135 - Communications and Counseling Skills (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
PHAR 4144 - Systems Pharmacology III (4)
PHAR 4155 - Applied Pathophysiology and Therapeutics II (5)
PHAR 4212 - Sterile & Semi-Solid Preps (1)
PHAR 4223 - Principles, Methods and Clinical Application of Epidemiology in Pharmacy Practice II (2)
PHAR 4236 - Population-Based Healthcare (2)

PHAR 4244 - Systems Pharmacology IV (4)
PHAR 4255- Applied Pathophysiology & Therapeutics III (5)
PHAR 4340 - Introductory Pharmacy Practice Experience II (2)
PHAR 5113 - Critical Evaluation of Medical Literature I (1)
PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
PHAR 5121- IPE:SBIRT (0.5)
PHAR 5125 - Ethics in Pharmacy Practice (2)
PHAR 5137 - Concepts in Pharmacy Practice I (3)
PHAR 5144 - Systems Pharmacology V (4)
PHAR 5155 - Applied Pathophysiology and Therapeutics IV (5)
PHAR 5213 - Critical Evaluation of Medical Literature II (1)
PHAR 5219 - Introductory Pharmacy Practice Experience IV (1)
PHAR 5225 - Federal Pharmacy Law (2)
PHAR 5236 - Managing Practice and Personnel (3)
PHAR 5237 - Concepts in Pharmacy Practice II (3)
PHAR 5265 - Applied Pathophysiology and Therapeutics V (6)
PHAR 6401 - Advanced Rotation Elective I (6)
PHAR 6402 - Advanced Rotation Elective II (6)
PHAR 6403 - Advanced Rotation Elective III (6)
PHAR 6701 - Community Pharmacy Rotation (6)
PHAR 6702 - Hospital Pharmacy Rotation (6)
PHAR 6703 - Internal Medicine Pharmacy Rotation (6)
PHAR 6704 - Ambulatory Pharmacy Rotation (6)

Total: 166-184 credits (depending on transfer credits)

In addition, six (6) credit hours of PHAR elective courses must be completed before the fourth year of the Pharm.D. curriculum.

Doctor of Pharmacy/MBA Courses